THE DEVELOPMENT AND PRESENT STATUS OF PUBLIC EDUCATION IN MOORE COUNTY, NORTH CAROLINA

BY

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THE DEVELOPMENT AND PRESENT STATUS OF PUBLIC EDUCATION IN MOORE COUNTY, NORTH CAROLINA

by

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Preface

Moore County has about seventy-five per cent rural population. Until very recently it has been known as one of the backward counties of North Carolina, but capital and influence from the North and from surrounding counties have operated until now, with its summer resorts and good roads, it is on a par with its neighbors in the State. On the average the soil is poor, but with the liberal application of commercial fertilizers abundant crops of peaches, dewberries, grapes, cotton, and tobacco can be raised, and the county has been comparatively prosperous until the recent depression.

It is to be noted in this study that economic changes affect the schools to no small degree, and that educational history is inseparably bound to social and historical development. A brief geographical and historical treatment of Moore is given in the first chapter. In Chapter II the emphasis is upon the educational advantages offered by the academies from their first appearance until their final disappearance. They undoubtedly built educational sentiment in the county. Chapter III shows the conditions of public education from its real

beginning in 1839 through the Civil War, Reconstruction, and until 1900. The conditions during the period of rapid development from 1900 to 1930 are shown in Chapter IV. Chapter V depicts existing educational conditions, while Chapter VI contains recommendations as to future development and conclusions.

The writer is deeply indebted to County Superintendent H. Lee Thomas and Miss Bess Stuart, assistant, for their cooperation in making the records in their office readily available for this study.

E. C. B.

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Chapter I

Moore County: Historical and Geographical

The county of Moore was formed out of land formerly part of Cumberland. It was named for Captain Alfred Moore, of Brunswick County, a Revolutionary officer and later an associate of the United States Supreme Court. Concerning the propriety of this or any other county's making use of eminent names in selecting an important appellation we quote Honorable Kemp Plummer Battle as follows:

> No people can have a proper self-respect who are not familiar with the deeds of their ancestors. We North Carolinians have not been deficient in that regard. The names of the counties of our State are especially instructive. Associations with every epoch of our history are wrapped up with and in them. Only one seems to be a 'fancy name,' and even that, Transylvania, in its sonorous beauty, recalls the fact of our kinship to the great conquering, law-giving race inhabiting the imperial city of the Old World on the banks of the Tiber, from whom we derived much of our blood and more of our speech through the Norman-Roman-Celtic people.[1]

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[1] Kemp P. Battle, "Glimpses of History in the Names of Our Counties," North Carolina Booklet, v.6, no.1, pp.27-28.

Moore County is on the edge of the long-leaf pine belt. Its middle and southern portions are largely "sandhills." The northern part partakes of the nature of uplands with sand and gravel soils on the hills, and on the slopes and on the lower uplands the soil is a clay loam. The county was erected in 1784. The legislative enactment ensues:

> Whereas the county of Cumberland is so extensive that it is extremely inconvenient for the inhabitants to attend courts and public meetings: Be it therefore enacted by the General Assembly of the State of North Carolina and it is hereby enacted by the authority of the same, that from and after the fourth day of July next the county of Cumberland shall be divided into two distinct counties by the line beginning at Cole's Bridge on Drowning Creek, thence a direct line to the corner of Wake and Johnson Counties in the Cumberland line, and all that part of Cumberland lying to the northwest of this line shall be a separate and distinct county by the name of Moore County.[1]

Moore County was bounded by Cumberland on the southeast from Cape Fear River to Drowning Creek for a distance of forty-two and one-half miles, thence by Drowning Creek, which divides it from Richmond and a part of Montgomery, to the head of the creek, thence by Montgomery for fourteen miles to Randolph, and thence on the north by parts of Randolph and Chatham Counties. Its shape resembles that of a wedge with the point on the Cape Fear River. The acreage is about 408,960 or about 639 square miles. About 300,000 acres of this land is sandhills or pine barren, the rest clay loam. The surface varies in proportion

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1 North Carolina Public and Private Laws, 1784, ch.76, p.366.

as you advance toward or recede from Deep River. The timber growth always indicates the fertility of the soil. The main species of timber found in the sandhills is the yellow long-leaf pine. In traversing this area the gentle inequalities of the surface are all that relieve the eye. "You constantly meet with the little hills which nature seems to have disunited in a frolic." The northern and western sections are different. One writer, in speaking of them, says:

> In the neighborhood of the River the scene changes. Here hills and dales with their verdure and variegated beauties present themselves to the view - here the land is covered with valuable woods of different kinds - gum, cypress and juniper. Also here is some alluvial bottom land. Here the soil is equal to the production of every vegetable in the greatest perfection, and here agriculture is exhibiting beautiful prospects, and yielding to the inhabitants the necessaries of life, besides the means of acquiring wealth and riches. The River lands are abundantly fertile, very little inferior to any in the State. The County generally may be said to be well watered, that in the Sand Hills soft but healthy, the springs in the rest of the County cool but transparent.[1]

The first settlements in Moore were about 1745. Gradually the people made their way toward the Piedmont section as they gave expression to that inner urge for freedom. The earliest settlements consisted almost entirely of hunters who came from the eastern part of the State. However, some of the pioneers came here on hunting expeditions, and after a few of these trips they became so fascinated with the possibilities that they left

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1 North Carolina Historical Review, v.6, 1929, p.281.

their old habitats for these newer parts. The history of the introduction of these people into North Carolina is stated in an interesting manner by Rev. J. Rumple, D.D., in Smith's History of Education in North Carolina as follows:

> In June, 1736, Henry M'Culloch, from the province of Ulster, Ireland, secured a grant from George II of 64,000 acres in the present County of Duplin, and introduced into it between three and four thousand emigrants from his native country. These were the Scotch-Irish descendants of the Scotch settlers whom James I had induced to move to Ireland and occupy the immense domains that escheated to the Crown after the conspiracy of the Earls of Tyrconnel and Tyrone in 1664. About the same time (1730-1740) the Scotch began to occupy the lower Cape Fear and after the fatal battle of Culloden Moor, in 1776, great numbers of the Highlanders implicated in the rebellion of "Prince Charlie" emigrated to America and occupied the counties of Bladen, Cumberland, Robeson, Moore, Richmond, Harnett, and parts of Chatham and Anson. Thus it happened that the Scotch obtained the ascendancy in the region of the upper Cape Fear, and have retained it till this day.[1]

During this early stage of development there were a great many deer and buffaloes wandering through the forests in great security, interrupted only at rare intervals by the hunting expeditions of the Indians; until the more skilful European haunted their trails with frequent incursions and impending destruction. With the coming of civilized man, however, the buffaloes fled from the inevitable danger. The deer, however, being more fleet and probably more attached to the soil, held to their ancient possession at the risk of their lives. Hunting these animals constituted the principal occupation of

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1 C. L. Smith, History of Education in North Carolina, p.22.

these earliest inhabitants. This they followed until the advantage of raising cattle and horses became evident. This new occupation necessitated the clearing of fields and the building of more substantial homes. This method of wresting a livelihood from field and forest was comparatively easy. A little field for Indian corn here; a little spot there for a garden, and the forest to furnish them with meat left few of their wishes ungratified. The hides obtained from the domestic and wild animals were converted into clothing or sold or traded for such things as ammunition, salt, iron, and a few household utensils of a simple and primitive nature. All those who were willing to devote considerable of their time to the raising of stock were soon able to purchase slaves, but those who gave their time continually to hunting rarely became rich.[1]

There are few outstanding incidents in the history of Moore. More than that the troops of the Revolutionary War were quartered in the county or passed through there is but one stirring incident that could command the attention of the historian, although of course the inhabitants of the county suffered their share of the common depradations of the freebooters and marauders who had the interest of neither party at heart. The only event of any importance or consequence was the incident in the Horse Shoe on Deep River. Here Colonel David Fanning attacked

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1 North Carolina Historical Review, 1929, v.6, p.281.

Colonel Philip Allston following some acts of destruction by the latter. In this attack Fanning had sixty or seventy men, while Allston had about thirty. The affray began before daylight and ended about ten o'clock when Colonel Allston surrendered after an unsuccessful attempt was made to set his house on fire. Fanning had three killed and seven or eight wounded; Allston had two killed and six or seven wounded.[1]

As soon as North Carolina became a state instead of a colony the crown lands became the property of the State. To increase the number of inhabitants and to develop the State liberal offers of this land were made to interested individuals on the easiest terms. Among these bargain offers it is noted that one man bought 640 acres at twelve and one-half cents per acre. This seems cheap until we learn that Charles C. Shaw, the paternal grandfather of Mrs. R. N. Page, entered 640 acres for each of his twelve children. These entries included what was then known as Shaw's Ridge and that which we now know as Southern Pines. On this vast area there stood millions of feet of virgin yellow long-leaf pine which was left untouched for generations. Underneath this timber wild grasses grew which furnished good grazing for the cattle. Thus these people largely earned a livelihood by raising cattle until after the Civil War, when the South began to respond to the new order of things. Along with the Seaboard Air Line Railroad through Southern Pines came

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1 The Horse Shoe and Other Papers (Local pamphlet).

Frank Page, the lumberman and forefather of many of the Pages who have taken so conspicuous a part in the development of the county and the State. He was the father of Walter Hines Page, eminent statesman, who sleeps scarcely three miles from Southern Pines, while in Westminster Abbey a tablet informs mankind of the great services which he rendered. Although the Pages did make waste in lumbering they did not fail to build up the land where they labored. Those cut-over lands which once sold for twenty-five cents to fifty cents per acre now sell for from ten dollars to one hundred dollars per acre. These waste lands are now used for raising tobacco, dewberries, and peaches.[1]

Gold is found in the county in a number of places but the veins seem unprofitable, as evidenced by the fact that the several mines that have been commercially worked have proved to be poor business propositions. The success attained at the Cagle mine has probably attracted more attention and lured more adventurers than any of the other mines. Various attempts have been made down through the years, but each has been short-lived, and each time the adventurer has turned away as disappointed as his predecessors.[2]

A broad belt of "old sea basin" traverses the county diagonally. The soil in this belt produces cotton, grain, and fruit,

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1 Thomas P. Ivey, "The Long Leaf Pine," in The Sandhill Citizen, Southern Pines, N. C., April 26, 1923.

2 North Carolina and Its Resources, State Board of Agriculture, 1896, p.74.

but the owner must be careful not to neglect his crop. Quarries of durable, attractive sandstone are found in this belt. This material has been worked extensively and has been shipped all over the country, but it was either not profitable or its quality was not desirable, for the quarries have long since closed.[1]

Among other mineral products are brick and tile clay. These occur in abundance in the northern part of the county. There are a number of pottery shops in this area. Among these shops which enjoy a good reputation and have a good trade are the Jugtown and Teague shops. Annually these shops market hundreds of dollars worth of their products in the Northern markets as well as locally. Sand and gravel pits occur at a number of places in the southern end of the county. The gravel pits are not now worked as extensively as the sand pits. Not long ago the sand pit near Aberdeen was the scene of an industry which bade fair to increase to large proportions, but the depression halted this development. Prophyllite (talc) is found in the sections around and between Glendon and Hemp, and the deposit near Hemp, according to the North Carolina Geological Survey, is the only one in the United States which is worked commercially.

The only streams of any consequence in Moore County are Deep and Little Rivers; Drowning, Little Governors, Bear, Cabin, M'Lennon, Crains, Deep, and Aberdeen Creeks. The largest stream, and more important than all the rest from a commercial

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1 Ibid., p.370.

standpoint, is Deep River. It enters the county from the northwest and traverses the northeastern side for about ten or twelve miles. As it winds in its course it receives a number of small creeks and then crosses the line again and continues to meander close to the line until its confluence with Haw River forms Cape Fear. Only a small portion of the available water power is used. It furnishes much power for Randolph County owners of saw mills, cotton gins, grist mills, cotton mills, flour mills, and woolen mills. An investigation of the operations in Randolph suggests the unused possibilities in Moore. Not one-fifth of the water power of the county is harnessed, let alone being used. Only a small number of dams impede the progress of the turbulent waters of Deep River in Moore County.[1]

Moore is served by the North Carolina Power and Light Company's extensive system of high and low voltage lines. There are some privately owned plants and lines serving a few individuals in small segregated communities.

It would seem to the traveler that the Southern part of the county was worthless as a farming section. This would be the case were it not for wise leadership and commercial fertilizers, but this sandhill area has come to be a renowned fruit and trucking section. In a recent year it shipped 893 solid cars of peaches, 263 of dewberries, and several more of melons and other fruits and vegetables. A recent report showed that there

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1 North Carolina Geological Survey, Raleigh, N. C., 1899, p.157.

were 701,303 peach trees old enough to bear. In this section a large part of the farming is done by the owners. The Pinehurst Farms, under the management of Mr. Leonard Tuft, show what can be done on sandy land, and there is a large amount of this very poor land in this county. The kind of soil which is found in most of the county is not suitable for grazing, and, therefore, few cattle are raised. The dairies are few - far too few to supply the local demand. A number of farmers keep neither a horse nor a cow. The following table will show the conditions as they exist relative to the status of the various phases of agriculture:[1]

Table I

Agricultural Products, Acreage, Yield, Value, etc.

Product	Acreage	Yield per acre	Production	Value per acre	Total value
Corn	22,094	20 bu.	441,880	$20.00	$441,880
Cotton	11,001	259 lb.	5,961	51.02	361,304
Wheat	7,986	10 bu.	79,860	14.70	179,394
Tobacco	5,167	723 lb.	3,735,741	134.00	896,578
Hay	2,287	.9 T.	2,109	19.80	46,398
Horses			3,211		359,965
Cattle			3,595		169,684
Hogs			4,083		47,771
Total value					$2,502,974

Moore has many good roads. It is traversed by highways 50, 74, 75, and temporary highways 705 and 902. The temporary roads are the only ones which are not now hard-surfaced. There is a

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1 North Carolina Resources and Industries, 1929, p.213.

likelihood that parts of the temporary highways will soon be treated with oil. Besides this system of state roads there are a large number of clay, sand, and sandclay roads which are kept under good repair. These ways of travel make all parts of the county easily accessible.

The Seaboard Air Line Railroad passes through the county, entering the southeastern side and traversing the county almost parallel with the southern boundary. This road, with its freight, passenger, and fast express service, serves the southern part of the county admirably, stimulating interest and industry. The Norfolk Southern Railroad serves the northern part of the county in the same manner that the Seaboard serves the southern area. This road enters the county near Glendon and again crosses the boundary near Star. The Asheboro and Aberdeen, formerly owned by the Pages, enters the county on the northwest and extends to Aberdeen in the extreme southern part. This road crosses the Norfolk Southern at Star and makes connection with the Seaboard at Aberdeen. Thus it is evident that the A. and A. Railroad is in position to serve the interests of the peach growers from Candor to Aberdeen. Every year hundreds of cars of fruits and vegetables are hauled over this road as they start their journey to Northern markets. A branch railroad connects Carthage, the county seat, with the Seaboard at Cameron. The length of this road is about ten miles. From Aberdeen, on the Seaboard, the Aberdeen and Rockfish road extends about thirteen miles east into Cumberland County.

There are no large towns in the county, as will be seen from the following table. Several villages have been incorporated but have remained small. Some of these villages have shown a steady, though small, increase in population, while others have shown a steady decrease, while still others have shown an increase and then a decrease. The names of the incorporated towns, the date of incorporation, and the population are shown in the following table:[1,2]

Table II

Moore County Towns: Dates of Incorporation and Population, 1900 - 1930

Name	Date of Incorporation	Population 1900	1910	1920	1930
Aberdeen	1893	559	794	858	1382
Cameron	1876	218	259	241	287
Carthage	1846	605	863	962	1129
Jackson Springs	1921				267
Keyser	1881	180	170	113	75
Manley	1899	176	220	141	269
Pine Bluff	1899	165	92	165	289
Southern Pines	1887	517	542	743	2524
West Southern Pines	1923				806
Vass		467	273	467	602

The total population of whites, free colored, and slaves steadily increased prior to the Civil War. Of course, the slaves became free colored with this war. This explains the increase in free colored population from 1860 to 1870. In 1908 Lee County was formed in part from Moore. This meant a decrease in

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1 North Carolina Laws, 1846, '76, '81, '87, '93, '99, 1921, '23.

2 United States Census, 1900, '10, '20, '30.

population as well as a decrease in the number of acres of land in the county. The increase in population since the erection of the county shows a range of from about five to about twenty-five per cent, with the exception of the period from 1920 to 1930, when the increase was above thirty per cent. Table III will show the number of people in the county at the various census periods from 1790 to 1930.[1]

Table III

Population of Moore County, 1790 - 1930

Year	White	Free Colored	Slaves	Total
1790	3387	12	371	3770
1800	4128	31	608	4767
1810	5367			6367
1820	5931	54	1296	7281
1830	5996			7745
1840	6443	73	1472	7988
1850	7196	170	1976	9342
1860	8725	184	2518	11427
1870	9021	3019		12040
1880	11485	5332		16821
1890	13985	6479		20464
1900				23622
1910				17010
1920	15006	6382		21388
1930	18420	9795		28215

The distribution of population according to the minor civil divisions is shown in Table IV. There is evidence that the people have changed townships for their habitation. One township decreased in population while another increased. Greenwood suffered most when in 1908 Lee was erected. The formation

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1 United States Census, 1790-1930.

of this county took approximately one-half of the people in Greenwood township. Deep River township made the least gain, while McNeills made the best showing. In 1900 McNeills was sixth and in 1930 it was first, having doubled its population from 1920 to 1930.[1]

Table IV

Population of Moore County by Townships, 1900 - 1930

Civil Division	Including Towns	Population 1900	1910	1920	1930
Carthage	Carthage	3127	3159	3925	3985
Ben Salem		2127	2006	2220	2493
Sheffield		2170	2248	2513	2745
Ritters		1575	1489	1670	1542
Deep River		860	1101	942	738
Greenwood	Cameron	2252	1330	1643	2053
McNeills	Manley, Southern Pines, Vass	1614	2054	2943	6045
Sandhills	Aberdeen, Keyser, Pine Bluff	2207	2038	2642	4554
Mineral Springs	Pinehurst, West End	1349	1592	2890	4060

In 1930 there were 28,215 people in Moore County. More than one-third of this number were colored. The percentage increased from thirty in 1920 to approximately thirty-five in 1930. The people are mainly native, there being less than one per cent of the population foreign born. A larger percentage of the children were attending school in 1930 than in 1920. During 1910 there were sixteen per cent of the people illiterate. This had been reduced to nine per cent in 1920 and to eight in 1930.

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[1] United States Census, 1900-1930.

Illiteracy was more prevalent among women in 1920 than among men. Table V shows these facts.[1]

Table V

Analysis of Population of Moore County, 1920 - 1930

Class	1920	1930
Male	10450	13713
Female	10938	14502
Native white (total)	14795	18146
Foreign-born white (total)	205	267
Colored (total)	6388	9795
Native white (per cent)	62.9	64.3
Foreign-born white (per cent)	1.0	.9
Colored (per cent)	29.8	34.7
Children (7 to 13 inc.)	3799	4901
Number attending school	3269	4668
Per cent attending school	86.0	95.2
Total 10 years and over	15611	20981
Number illiterate	1457	1705
Per cent illiterate	9.3	8.1
Per cent illiterate in 1910 16.4		
Illiterate males 21 and over	595	
Per cent of illiteracy for the group	12.0	
Illiterate females 21 and over	671	
Per cent of illiteracy for the group	12.4	

The number of people per square mile in Moore County in 1930 was about thirty-five. This was nearly twenty below the average for the state. Thus it is seen that the population is scattered. Yet the rural areas are not so sparsely settled as the figures would indicate, since there are no large towns in the county. Only about sixty per cent of the people own their own homes. About the same percentage of the homes are free from encumbrance.

Agricultural pursuits have characterized the people of this

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[1] United States Census, 1920, 1930.

county since its erection. As early as 1820, 1859 people provided for themselves and family on farms, while the number engaged in manufacturing was 82; in commerce there were only 15 engaged. The importance of agricultural interests is shown by the figures in the following table:[1]

Table VI

Value of Agricultural Crops, 1920 - 1930

Kind of Crop	Value 1920	Value 1930
Cereals	$323,055	$823,866
Other grains	4,849	20,980
Hay and forage	57,447	131,443
Vegetables	82,862	330,833
Fruits and nuts	382,412	168,007
All other crops	807,881	1,155,669

Besides agricultural pursuits there are several manufacturing establishments offering a chance for the people to earn a livelihood. Among the most important of these is a furniture factory at Carthage, a talc mine and a rayon plant at Hemp. Moore ranks fifty-eighth in the value of its manufactured products. This further proves that Moore is an agricultural rather than an industrial county.

Moore County has more than its share of winter resorts. Among the most famous resorts of the South are Southern Pines and Pinehurst. Pinehurst is situated in the southwestern portion of the county. It was founded in 1895 by the late James

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1 United States Census, 1920, 1930.

Tufts, of Boston, Massachusetts. The climate of this town is noted for its remarkably dry and invigorating qualities. The climatic conditions, the facilities for sport, the excellence of its hotel service, and the opportunities offered the capitalist for combining business and pleasure are the reasons for the wide reputation which Pinehurst enjoys. From a village of less than two hundred in the summer it increases its numbers tenfold during the winter. Provision is made for fifteen hundred guests. The Carolina Hotel, which enjoys as good reputation as any in the State, is located here. As the winter season draws nigh the farmers and hucksters eagerly await for the approaching tourists. The opening of the hotels means a good market for the people of the adjoining territory.[1]

Pine Bluff is another resort located southwest of Pinehurst. Not many years ago beautiful forests of long-leaf pine, holly, poplar, juniper, gum, and other shrubs were growing where Pine Bluff now stands. Some of these trees have been cleared away and now this resort stands in the midst of a beautifully wooded country. The town is six hundred feet above sea level. Its drainage is natural since it is surrounded on its four sides by four creeks. The resort is far enough from the sea and high enough in altitude to be free from malaria. It is located about a mile from the Seaboard Railroad. In this respect it is advantageously situated for those who are seeking a quiet retreat.

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[1] Leonard Tufts, Pinehurst, N. C., (pamphlet).

Southern Pines is another famous resort, but 'it just grew,' nobody receiving any more credit than any one else. When the wealthy came from the North in the early eighties they found Shaw's Ridge occupied with nothing but a sawmill and a shack for the hands. Now on that same ridge and near where that shack stood are hundreds of nice residences, several hotels and boarding houses, thirty or more places of business, real estate agencies, banks, physicians' offices, churches, and schools. This town has a water system composed of five miles of main piping, modern sewage disposal, and electric lights. The location, along with the facilities offered by Southern Pines, makes it one of the most popular winter resorts of the South.

Carthage is the county seat of Moore County. It was named for the city destroyed by the Romans. In 1806 the legislature changed the name of the county seat to Faganville. The courts were held there until by legislative enactment the name was changed back to Carthage in 1818. The Faganville site was about one mile south from the present site. Hugh Leach deserves the credit for the courthouse square location as well as the first courthouse. The first courthouse was built at the present site in 1814. It was a frame structure, two stories in height, built high above the ground. The space under the building was utilized as a shelter for the passing traveler as well as a market and a rendezvous for those attending the court.[1]

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[1] Mrs. G. C. Graves, "Article on the History of Moore County," in Moore County News, October 31, 1929.

In concluding the chapter we note that Moore was settled by the Scotch-Irish - a sturdy, thrifty, liberty-loving people. The county is easily accessible and well served by its network of state-maintained roads and railroads. There are ten incorporated villages, none of which are very large. It naturally follows that many of the people live on farms and earn their living thereby. The whites are in the ascendancy in about the ratio of two to one. The summer resorts and the peach industry, along with the large dewberry farms, cause large sums of money to find their way into the county each year.

Chapter II

The Academies of Moore County

I. The General Academy Movement

The word "academy" is derived from the Greek academeia, a suburb of Athens, which was laid out by a public-spirited citizen and given as a playground for the city children. Plato met his pupils there, and his followers in this place established themselves as a school. Hence, the name "academy" came to be applied to such schools, and from this use was adopted generally to refer to "any school or place of learning or any association of men formed for the pursuit of literary or scientific or artistic investigation."[1]

The word "academy" appeared in England after the Restoration to designate the Non-Conformist schools. The Act of Uniformity had excluded fully one-fifth of the clergymen from the English church. This act was only one of a series of acts passed against non-conformists, and the Non-Conformists and Separatists were forced to establish schools for themselves if they were to

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1 Paul Monroe, A Cycolpedia of Education, vol. i, p.19.

maintain their ideals and the freedom for which they were working. In England, therefore, the academy was a direct result of Non-Conformity. Likewise, rising when it did, it shows the popular demand for schools which were not for a selected class but were open to all.

> It is of interest to note that the English academy did not draw its students exclusively from the Dissenters, and that it frequently supplied an education for the children of the poor as well as those who could pay.[1]

The academy in America apparently had little connection except in its name with the English academy. It has been aptly called the "product of the frontier period of national development and the laissez-faire theory of government." Many of the academies were under church control and were a very gratifying source of denominational pride. In communities of diverse sects this denominational influence sometimes produced a difficult situation.

> It was a problem to promote schools and the means of education in communities which were remarkable for their religious diversity. This impatience and discontent gave expression to a protest against using the schools as a means of teaching blind obedience to religious dogma and formalism. Soon the general principle was evolved that sectarianism and denominationalism should not be a part of the school instruction; that the task of the school teacher was not to give instruction in theology and religious dogma. On the other hand, however, the equally significant belief was developed that the broad and fundamental aspect of religion should be stressed fully and eternally.[2]

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1 H. Barnard, The American Journal of Education, vol.30, p.760.

2 Paul Monroe, Op.cit., vol.i, p.23.

Thus we see that the academy was inclined toward religion and religious instruction. Yet many of the academies were far from being sectarian, and they were not exclusive: they were pervaded by the democratic spirit.

There were two principal classes of academies in the Southern states. One of these was the small type, with small equipment, serving only the locality where it was situated. This type made no great pretensions as to its capabilities or purposes, but it supplied in rather satisfactory manner the educational needs of its immediate vicinity. As population increased these small schools increased the pale of their usefulness, grew larger, and finally sought incorporation from the legislature. The second class of academy was a larger undertaking, with better equipment, better faculty, larger territory to serve, increased clientele, and a larger endowment. This type of school also asked the legislature for permission to carry on its work. It seems a bit strange that these schools rarely asked for anything from the legislature but legal permission and almost as rarely got anything more. Occasionally the schools were allowed to raise money by lottery, for which consideration they sometimes taught poor children free of any tuition charge. Other children almost always paid tuition.[1]

These early schools seemed to glory in the fact that they were allowed to make the undertaking unhampered, without the

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[1] E. W. Knight, "The Academy Movement in the South," High School Journal, v.iii, #1, p.6.

shackles of numerous legislative enactments and a kind of dictatorial guardianship. In doing this the leaders in enjoying their freedom, if momentarily, often went to the opposite extreme - a position of which they were not so proud a little later. Dr. M. C. S. Noble, in speaking of this condition, says:

> All these academies were established by local enterprise and aided by private donation. Not one of them asked for aid from the state treasury, and in the charter of many of them it was plainly stated 'that this seminary shall not be construed to be one of those mentioned by the constitution.' There is almost a touch of humor in some of the charters where it is distinctly stated that 'nothing in this charter shall be construed as preventing the trustees from distinguishing its halls, library, or museum by the names of such persons as may make the most liberal donation for the support of the institution.' In practice these academies, being entirely dependent on private donations and tuition fees, had a precarious existence and were invariably short-lived or constantly changing teachers. They did a great service, however, and were the chief sources of education in the locality where they were conducted.[1]

With the growth of population, as well as a growth in the ideas about freedom, there came a new emphasis on education. People were beginning now to believe in education just for its own sake, just because it heightened individuality, advanced individual enjoyment, and enhanced the enrichment of life. This seemed to be the predominating aim of those who sponsored this system of instruction during the eighteenth and nineteenth centuries. And to be sure the academies primarily served those who were able to pay for its advantages, even if at the same

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[1] M. C. S. Noble, History of the Public Schools of North Carolina, p.30.

time it largely served all the locality where it was situated.

Most of the academies owed their existence to sectarian pride and denominational interests; yet some of these schools developed from a private undertaking in the home or the so-called "old field" school. The teachers for this class of foundation school were itinerant laborers who taught as a make-shift. The experiences of one John Davis are interesting as evidence of this fact. They follow in brief:

> It is worth while to describe the academy that I occupied on Mr. Ball's plantation. It had one room and a half. It stood on blocks about two and one-half feet from the ground, where there was free access to the hogs, dogs, and poultry. It had no ceiling. The roof was covered only with shingles. Hence when it rained I moved my bed (for I slept in the academy) to the most comfortable corner. It had one window but no glass nor shutter. In the night, to remedy this, the mulatto wench who waited on me, contrived ingeniously to place a square board against the window with one hand, and fix the rail of a broken-down fence against it with the other. In the morning when I returned from breakfast in the 'great big house' (my school being collected) I gave the rail a forcible kick with my foot and down tumbled the board with an awful roar.[1]

The Scotch-Irish spread over nearly all the colonies, and wherever they went they were interested in establishing a church and a schoolhouse. They had a very high esteem for an enlightened ministry. Their interest in education was keenly felt in the South, where they exerted the predominant influence during the latter part of the eighteenth century. They early came

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[1] E. W. Knight, Op.cit., p.8.

into North Carolina, migrating chiefly down from Pennsylvania through Virginia by way of the Shenandoah Valley.

II. The Academy Movement in Moore County, 1799 - 1932

There was little educational advancement till the arrival of the Scotch-Irish, who began to settle in the State in large numbers about 1736. This migration continued till about 1776. The newcomers brought with them the same spirit and the same principles that prompted the establishment of schools in the homeland for the education of their ministry. As stated in the first chapter, these were among the first people to settle in Moore County, and there can be no doubt that there were small schools about which we have no record. The earliest attempt at organized and legalized academic effort in the county, so far as we are able to find, was in 1799. An account is given in the Private Laws of an academy's being chartered in that year. This school was to be located near the dwelling of William Peasley. Whether this school was ever established or not is only left for us to conjecture. If it was ever built, the course of study, the faculty, and the extent of territory served are open to question.[1]

In the year 1804 the second academy in the county received legislative sanction. The text of the act follows:

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[1] North Carolina Laws 1715-1803, p.147.

> Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, that Hector McNeill, Neill Smith, Duncan Patterson, Archibald McBride, William Martin, Jacob Gastor, Alexander Graham, Rev. Malcom M'Nair, and Daniel Brown, shall be and they are hereby declared to be a body politic and corporate to be known and distinguished by the name of the Trustees of the Solemn Grove Academy, near Mt. Helicon.[1]

Mount Parnassus Academy was chartered in 1809. Outstanding family names are found in the charter. No other records of the school have been found, therefore the act which incorporated this academy is given in full. It follows:

> Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by authority of the same, that Bryan Boroughs, David Kennedy, William Waddell, Neil M'leod, and Alexander Kennedy are hereby constituted and incorporated a body politic, to be known by the name of the Trustees of Mount Parnassus Academy, and by this name shall have perpetual succession.[2]

The names of David and Alexander Kennedy are of interest because in 1809 they were engaged in the making of rifles. Had it not been for these men, according to an article in the Historical Review, there would have been no manufacturing establishment in the county. Concerning this industry and the endeavor of these men the writer of this article has this to say:

> These men are self taught and believed to excel any gun smiths in the state for neatness and elegance of work. The profits of David Kennedy are worth about $1500 and that of his brother $1000.

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1 North Carolina Laws, 1804, chap.42, p.32.

2 Public Laws of North Carolina, 1809, chap.76, p.26.

An article in this same Review gives much insight into the actual life and conditions of these schools. The writer pictures conditions in the following manner:

> We have three or four academies in Moore in which the languages have been taught and a few regular and standing schools. There is now but one of these academies of much importance (1810-1811); the teachers in the others being Presbyterian clergymen, owing either to the arrangements of their Presbyteries, a necessity for a change of climate for the health of themselves or their families, together perhaps with advantageous offers from abroad they have left their schools and academies to be managed by teachers that have not yet been found.[1]

Concerning the prominence gained by these early schools Mrs. G. C. Graves has this to say:

> The early Scotch-Irish settlers in the county stood for higher education, and lived up to this reputation. The early academies of Solemn Grove, Deep River, and Carthage were schools of excellent literary and classical attainments.[2]

Considering the academies in chronological order we find that in 1811 one was established by the name of Euphronian Academy. The names of prominent Moore County families appear in the earliest list of trustees. The legislation relative to this school follows:

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1 North Carolina Historical Review, vol.vi, p.281.

2 Mrs. G. C. Graves, Moore County News, Oct. 31, 1929.

> Be it enacted by the General Assembly of North Carolina, and it is hereby enacted by the authority of the same, that Murdoch M'Millan, Murdoch M'Kenzie, William Tyson, Thomas Tyson, Benjamin Williams, William Martin, and Atlas Jones shall be and they are hereby declared to be a body politic and corporate, to be known and designated by the name of the Trustees of the Euphronian Academy, and by that name shall have perpetual succession, etc.[1]

Mrs. G. C. Graves states that the famous academy at Euphronia had ceased to function by 1844. This school was located in the northeastern section of the county near Deep River. Rev. Mr. M'Millan, a Presbyterian, was at the head of this school for a number of years. Mrs. M'Millan assisted her husband. Concerning the merit of the M'Millans and the school the State Superintendent has this to say: "Both he (M'Millan) and his wife were very estimable, and their academy, which was for both sexes, was successful until their removal to Alabama in 1830."

In 1833 Sylvester Academy was established. The legislative sanction follows:

> Be it enacted by the General Assembly of North Carolina, and it is hereby enacted by the authority of the same, that William Shaw, esq., Daniel Currie, Alexander Graham, William Cole, Malcom B. Currie, Elias Harrington, Malcom Shaw, Peter M'Nabb, and James Cole, be, and they are hereby incorporated by the name and style of the Trustees of Sylvester Academy, etc.[2]

The academy at Jackson Springs was erected by Rev. Hugh

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1 North Carolina Private Laws, 1811, chap.43, p.23.

2 Ibid., 1833, chap.47, p.51.

M'Laurin and his neighbors. This school was located on the land of its first principal, Rev. Mr. M'Laurin, a Presbyterian minister. This academy attracted the attention of students from Moore, Robeson, Richmond, and other counties. Rev. Mr. M'Laurin was a man of deep conviction and unbounded courage. In 1851 he removed to Alabama and the work of Jackson Springs Academy abruptly came to an end.[1]

Crain's Creek Academy opened its doors for the reception of students in 1854. Mrs. Janie M'K. Harrington, in writing to Prof. A. B. Cameron, an ex-superintendent, says:

> Latin, Greek, and the higher mathematics were taught. Geometry, Trigonometry, and all the ometrys were taught. My parents went to this school. The teachers were a M'Laughlin and a MacMillan from Robeson County. Young men from other counties and states attended that school.[2]

An advertisement in the Fayetteville Observer is the only other information concerning Crain's Creek found by the writer. This notice, which follows, gives an insight as to the character, location, course of study, costs, etc.:

> The Trustees are happy to announce to the public that the sixth session of the Institution will open on Monday, the 12th of Jan., next, under the supervision of Mr. Archibald M'Laughlin as principal.
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> Mr. M'Laughlin is a graduate of the University of North Carolina, and his testimonials are of the highest character, warranting the Trustees in giving assurance to all who may feel disposed to patronize the Institution that

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[1] North Carolina Superintendent's Report, 1898, p.667.

[2] Mrs. Janie M'K. Harrington, letter to Prof. A. B. Cameron, July 25, 1924.

they will have the advantage of systematic and thorough instruction.

The academy is situated nine miles east of Carthage, near the Fayetteville and Western Plank Road, in the midst of a very healthy, moral and intelligent neighborhood, and it will therefore be free from many vitiating influences which so much endanger the health and morals of students in towns and villages.

In order that the benefits of instruction may be within the reach of all, the following low rates of tuition per session, payable in advance, have been adopted: English $10-15; Latin, Greek, Mathematics, and French $15.

Excellent board can be secured at Mr. Arnold's at $7.

Signed: Donald M'Donald[1]

Buffalo Male and Female Academy was located at Buffalo post office, Moore County. A school advertisement was all the information found. The advertisement follows:

The exercises of this Institution will be resumed on Tuesday, 5th of January.

The attention of parents and guardians is respectfully solicited to this school, as it is the aim of the teachers to afford the best facilities to those pupils entrusted to their care for the attainment of a complete and thorough education, as well as general improvement.

Ample accommodation has been made for at least fifty students within one and one-half miles of the school rooms.

Six or eight young ladies can obtain board in the family of the principal.

Tuition per session of five months viz: Music $20, English $7.50 or 10 or 15; Latin, Greek, Mathematics $15.

D. M'Intyre,
Mrs. D. M'Intyre, principals
Buffalo, Moore County, N. C.[2]

There was an academy at or near where Bethlehem church now

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1 Fayetteville Observer, Dec. 29, 1856.

2 Ibid., Dec. 28, 1857.

stands. The fact that only one advertisement of the school was all the information that the writer could find warrants him in believing that the school was short-lived. The lone notice is very brief and the information scant. Mr. N. D. J. Clark, the principal, ran the following notice in the Fayetteville Observer:

> This Institution, located five miles west of Carthage, in Moore County, in a moral and social neighborhood, will be opened for the reception of pupils on the second monday in July. Tuition $7.50, $12, and $16 per session. Board $7 per month.[1]

Camp Hill Male Institute opened its doors for the reception of students in the year 1858. A search revealed only one advertisement, which follows:

> The first session of this Institution will commence on the second Monday of January 1858. This academy is located in the lower part of Moore County, the neighborhood of Lick Creek. The settlement is exceedingly healthy, the citizens moral and good farmers, being a very desirable locality, the subscriber hopes to merit a liberal patronage from abroad as well as the home neighborhood. Parents and guardians sending to this institution may rely on my individual attention to advance the students in their text books. Another chief design is a moral training. The school will be conducted in the school house at Poplar Springs until the new academy is in condition to occupy. As many as may come from abroad can get board within a mile and a half of the academy, in the most respectable families; board of the first quality not higher than six dollars per month.
>
> For information address the subscriber.
>
> Long Street, Moore County, N. C.
>
> William Rhodes, principal.[2]

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1 Ibid., July 2, 1859.

2 Ibid., Feb. 15, 1858.

In the year 1844 the Carthage Male and Female Academies were incorporated. Although the name would imply that there were two schools the evidence seems to bear us out in the conclusion that there were merely male and fomale departments under the same general leadership. The act of incorporation follows:

> Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, That John B. Kelly, Charles Chalmers, John Morrison, C. C. Shaw, N. Richardson, A. C. Curry, D. Murchison, A. R. Kelly, C. H. Dowd, S. J. Person, John M. Black, and Samuel Paisley, be, and they are hereby declared a body politic and corporate, to be known and distinguished, by the name and style of the Carthage Male and Female Academies, in Moore County, etc.[1]

Rev. A. C. M'Neill was the first principal of this school. The first building was a log structure, situated on Flint Hill where Mr. E. W. Sledd now lives. This log structure was only the temporary home of this auspicious institution. Mr. Alexander Kelly, during the first year of the school's existence, secured subscriptions for the erection of a new building. During the year 1845 the building was erected by Daniel C. Campbell. The building site was given by M. B. Person. The fall session in 1845 was held in the new building. Mrs. M'Neill, the wife of the principal, taught the girls in her home. Mr. M'Neill, since some of the other academies had ceased to function, had a wonderful opportunity. Mrs. G. C. Graves states that his curriculum was more extensive than any other except

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1 North Carolina Private Laws, 1844-45. chap.3, p.146.

the university. She further states that "Mr. M'Neill was a brilliant scholar and a strict disciplinarian. His temper was so even, yet firm, that he held both the love and respect of his pupils. His school sprang into prominence at once, and it is said that the attendance was never less than two hundred."[1] The following advertisement in the Fayetteville Observer gives much information:

> The fall session in this Institution will commence on the first Monday in July next. The principal has associated with him in the male department a young gentleman highly competent, and of considerable experience in teaching. In this department students will be prepared to enter the Junior class in any of our colleges.
>
> To the female department, in which the instruction hitherto has been given mainly by Mrs. M'Neill, it is the design of the principal the ensuing session to devote more of his time than heretofore. The attention of Mrs. M'Neill will hereafter be given more exclusively to music and the ornamental branches. The course of study in this department is as extensive as any in the State. The system of instruction is thorough, and well adapted to develop and invigorate the intellectual facilities. Those who complete the prescribed course will receive a diploma, as a permanent memorial of a finished education. Special attention is paid to the morals and manners of the pupils and no pains are spared to fit them for discharging with efficiency and dignity the duties of life.
>
> The principal will receive into his family a limited number of ladies, as boarders, who will be treated as members of the family.
>
> Tuition varies from $6 to 12.50 for five months; music $16.00; use of piano $3.00; Drawing, Painting, Latin, French or Greek $5.00; Needlework and Embroidery $2.50.[2]

One of the points of interest in the records of this school is that the teachers held the final examination of their pupils

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1 Mrs. G. C. Graves, Moore County News, Oct. 31, 1929.

2 Fayetteville Observer, June 20, 1848.

publicly. The statement of the custom indicates that it was a common practice. This must have been a gala occasion for the auditors but a serious one for those who were fortunate enough to emerge from the surveillance of such a strict, extended, and thorough system. During these public tests pupils were subjected to the most rigorous questions, and they passed or failed according as they showed themselves well or poorly equipped "to meet the problems of life." The principal of this academy placed so much store by this public examination as a means of testing or as a means of showing the efficiency of his school that he advertised it by inserting a notice in the paper.

In 1849 the trustees advertised for a principal but Mr. M'Neill was re-elected; he and Mrs. M'Neill, however, finally left because complaint arose as to her strict discipline. The trustees' advertisement for a successor to Mr. M'Neill follows:

> The undersigned on behalf of the trustees, wish to employ a gentleman and a lady to take charge of the Carthage Institute. This school has been in successful operation for five years, and has yielded respectable salaries. It is preferred that it should be undertaken at the risk of the teachers, but as the trustees design to make it a classical institution of the first order, those who come sufficiently recommended can have reasonable salaries guaranteed.[1]

Prof. James D. M'Iver was elected to the principalship of this school in 1858. It exerted such a great influence that one writer claimed that Carthage was the educational center of

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[1] Ibid., Dec. 22, 1849.

all the Cape Fear region. "Many men and women, too, received their education here, who, in after years, became famous in both church and State. This school gave diplomas made of sheepskin." The State Superintendent says that this school was noted for its good discipline, and its patronage included young men and young women from several states.

Reports during the Civil War are scant, but in 1878 Prof. W. J. Stuart was the principal. The enrollment for this year was fifty-five. In 1880 Superintendent Stuart had to give up the work because of ill health. According to the report of the State Superintendent in 1887, Prof. M. M. Shields, Mr. Stuart's successor, was the principal. In 1890 the male department of this school enrolled 136 students. This was the largest enrollment of any school in the county during that year. Messrs. W. E. Evans and E. A. Cole were joint principals. The female department had an enrollment of twenty-five (1890) and operated under the principalship of Miss E. May Stuart. This institution administered to the needs of those who presented themselves for instruction until 1908, when the county built a commodious building for high school and elementary purposes.

Union Home School (an academy) was established in 1875 by Prof. John E. Kelly, an alumnus of Davidson College. Military instruction was provided for in the program of studies. "The pupils were efficiently trained in matters pertaining to body, mind, and soul. His pupils ranked among the best in our colleges

[illegible]

[illegible]

[illegible]

and many graduated with highest honors." For some reason this school closed after four or five years of service. After the closing of Union School Mr. Kelly became principal of the Kelly School. In 1893, however, Union Home School was reopened. The charter, which stated that the school was to run not less than twenty nor more than thirty years, was ratified on March 6, 1893. The capital stock was to be not less than $20,000 nor more than $200,000. Mr. Kelly sent a circular letter to the friends and patrons of the school with the following message:

> It is the aim of the corporation so far as possible and as early as practicable to have its entire premises under the government of a well regulated Christian home - to have conducted, by specialists, as an object lesson, under the daily observation of pupils a model farm, a model truck farm, a model orchard, a model vineyard, a model dairy, a model apiary, etc., the products of which will furnish a better table, for less money, than is now kept by any boarding school in North Carolina.[1]

It is evident that this academy was definitely interested in vocational education. The movement for vocational education was strong in North Carolina in the early 1890's. For instance, in 1887 the North Carolina State College and in 1891 the North Carolina College for Women were chartered.

The Union Home School was located about five miles east of Carthage, in the center of a twelve hundred acre tract of land owned by a joint stock company, with a subscribed capital of

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[1] Circular letter: reopening of Union Home School.

$25,000 and a paid capital of $17,500. The buildings consisted of one large main building for study hall, recitations, and the principal's office; and eleven dormitories with two rooms each for students. Most of the students boarded themselves at the very nominal cost of three dollars per month. The dormitories and the administration building formed a hollow square. In the center of the campus was the well. The first year of school there were ninety students enrolled. Such careful plans were made for the commencement exercise that "a large and appreciative audience was highly pleased with the exercises of the day." Speaking of the commencement at the end of Mr. Kelly's second year after the reopening, a writer said:

> The program for this commencement consisted of twenty selected pieces of music, recitations, dialogues, declamations and original speeches whose preparation occupied only the leisure time that could be snatched in brief intervals out of the few last days of school. The reporter for the paper praises Mr. Kelly's work in this fashion: "Thus closes the second year of Union Home School since it was reopened and Prof. Kelly is again doing the work that he did years ago for Moore County and this section of the state, except on a much more extensive scale. In addition to his own independent extensive teaching he has the services of an excellent and popular corps of assistants. This spring he has gathered students from a half dozen different counties around his festive board of knowledge and the school improves with age like wine."[1]

This school, after making such an auspicious beginning, came to the end of its existence in 1900 when the buildings were destroyed by fire.

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[1] Union Home School Commencement (clipping), University of North Carolina files.

During the summer of 1904 Rev. R. S. Arrowood, a pastor of a group of churches in Rowan County, received an urgent invitation from the Home Mission Board of the Fayetteville Presbytery to go to the northern section of Moore County for the purpose of locating and operating a home mission school. He was a graduate of Davidson College and received the best recommendation of any man in his class. He believed that he could be of more service in this new field of endeavor; so he decided to leave his former field. In his new work Rev. Mr. Arrowood faced the very difficult task of erecting and maintaining a school where school opportunities had been either relatively unknown or very scant.

The founding of Elise Academy was concrete proof that his dreams were beginning to materialize. This school was located at the village of Hemp, ten or twelve miles from Star and about twenty-two miles from Gulf. All three of these points are on the Norfolk Southern Railway. This school was named for Miss Elise Lenning, the daughter of a Philadelphia philanthropist, railroad builder, and capitalist. Mr. Lenning had some property here and gave a number of lots for the use of this school. It was largely due to the interest, material, and financial assistance of this gentleman that Elise had a favorable opening.[1]

When this school opened in the fall of 1904 there was only

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[1] Elise School files.

an academy building. However, by March of the next year a girls' dormitory was erected, and a number of boarding students were availing themselves of the opportunity. The first faculty consisted of Rev. R. S. Arrowood, principal, with his two daughters as assistants. During his remaining period of service Rev. Mr. Arrowood built, in 1906, a boys' dormitory and, in 1912, a new school building. His ten years of service ended in 1914. Some of the fruits of his untiring efforts were: fourteen ministers, six or more preparing to enter the ministry, five doctors and five or six studying medicine, a few students studying law, a few students taking agricultural courses, and seventy or more of his former students serving as public school teachers.

With the resignation of Rev. Mr. Arrowood this school faced an apparently dark future, for high schools were just beginning to make their appearance. The newly elected principal, a Mr. Cooper from Glade Valley, assumed the duties and carried on. His stay was short and uneventful owing to the high prices and increased school expenses during the early years of the war. Prof. Clyde Kelly succeeded Mr. Cooper as principal. His period of service was brief (1915-1916), and, although he started with the smallest enrollment in the history of the school, he had a successful year. From 1916 to 1918 Rev. George Brown was principal. It was during this period that the Fayetteville Presbyterial and others placed new furniture in the dormitories. Mr. W. C. McCall was the principal from 1918

to 1921. The outstanding financial accomplishment during his administration was the procuring of the assistant principal's salary from the Fayetteville Presbyterial. During the period from 1921 to 1924 Mr. J. D. McLeod, a graduate of Wake Forest, was at the head of the school. It was during his term that the Fayetteville Presbytery ordered the erection of the Arrowood Memorial, a dormitory for girls. During the tenure of Rev. George Brown, Miss Isabel McLeod became lady principal in 1917, and has served as assistant principal, teacher, and dean of women until the present - a period of sixteen consecutive years.

Mr. Allen Jones was the principal from 1924 to 1927. During this period the enrollment was the smallest that the school had had. Rev. R. A. McLeod was at the head of the institution in 1927-1928. In 1928 Mr. W. S. Evans became superintendent and is still guiding the policies of the institution. The same year Mr. Edwin A. West was elected to assist Mr. Evans. Hand in hand these men have worked and, along with the remainder of the faculty, through dogged tenacity and untiring efforts kept the school open when other private schools by the scores have long since ceased to function. However, during 1932-1933 the school property was leased by the State and the school is under the supervision of the state authorities.

The enrollment for Elise shows something of the scope of its work. In 1914-1915 there were 135 students; in 1920-1921, 156; in 1926-1927, 103; in 1929-1930, 121; in 1931-1932, 120. Also the fields of endeavor of its graduates will indicate the

usefulness of this academy. It lists among those who are doing honor to the institution twenty ordained ministers, five college and seminary ministerial candidates, seven physicians, a number of registered nurses, many public school teachers, two college professors, one hundred fifty-six stars on the World War service flag, and a host of others who have found their field of usefulness in the home, in business, or in agricultural pursuits.[1]

In summing this chapter it is of interest to note that the academy was a private educational institution. Often it was denominational, and much of the instruction was religious in character. Invariably tuition was charged. Although most of the academies were short-lived, yet their temporary success cannot be questioned. With a curriculum broader than the Latin Grammar school they filled a long-felt need. The academy was the forerunner of the public high school and of the normal school, and its influence reacted favorably on the other institutions of higher learning. As the economic condition of the state improved from the destruction wrought by the Civil War, public support of high schools became increasingly easy. With growing educational sentiment the public high schools gradually displaced the academy.

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1 Elise Academy Catalog, 1931-32, p.6.

Chapter III

Public Education in Moore County Prior to 1900

Before 1839 local and private initiative was the only effort, where even that was evident, which met with any success in providing educational facilities. The few were to be educated and the masses to obey, while the status of generations unborn was already determined. Historians paint a dark picture of these people.[1] The picture was just as dark for Moore County as for the State generally. There were, however, a few far-sighted men who were to lead the way through the gloom. The element which was most interested in education at public expense was small but nevertheless present. The valiant governors of North Carolina during the early years of statehood again and again recommended that something be done to educate the masses. Among those whose recommendations to the General Assembly were most far-reaching were Governors Williams, Turner, Stone, and Miller. The last named recommended to the General Assembly that the speakers of the two

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[1] E. W. Knight, Public School Education in North Carolina, p.3.

houses appoint a committee to formulate plans whereby public instruction might be given at public expense. Elaborate investigation of existing systems in this country and in Europe followed. Finally it was recommended "that each county in the State shall be divided into two or more townships; and that one or more schools be established in each township...."[1]

A bill looking to the establishment of schools as provided by the committee report was drawn and presented to the State legislature. After its first reading it disappeared from the records. It was said that this bill "embraced the profoundest and most comprehensive educational wisdom ever presented for a North Carolina legislature." The war debt and opposition to public support of education for the poor were the reasons for its non-passage.

Even if legislative action was not forthcoming, agitation for public schools did not cease. Governor Branch in 1819, and Governor Holmes in 1822, forcibly impressed educational needs upon the Assembly. In 1825, Mr. Hill from Franklin County introduced a bill in the legislature for the purpose of establishing and operating schools for the poor. It passed the Senate but was indefinitely postponed in the House.

In 1825 the Literary Fund was established, creating a means of support for common and convenient schools for the instruction

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1 A. D. Murphey, Report on Education, p.8.

of the youth throughout the state. This fund consisted of the dividends of stocks in three navigation companies, legal taxes on spiritous liquors and auctioneers, the swamp lands of the state, and other small items.[1]

The period from 1825-1839 was a period of continued interest on the part of the leaders. Governors' messages, educational meetings, and educational bills kept the subject before the people. A plan was presented in the Raleigh Register in 1828 and sent to the General Assembly, but nothing was ever done about it. All these constructive efforts met with strange and powerful opposition. The meaning of the Constitution relative to taxation was a matter of dispute. There seems to have been a general feeling that taxation in a country which had a republican form of government should be for the expenses of the government only. Schools were thought of as charities, and not as necessary governmental expense. Some argued that parental interest would be considerably less if the State educated. The parents of the children to be educated were sadly uninterested; but agitators who had visions of a State with an educated citizenship kept to their task.

By the unexpected sale of public lands and the distribution of the Federal Surplus in 1837 the Literary Fund grew to a sum whose aggregate was more than two million dollars, a sum which

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[1] Acts of Assembly, 1825, chap.1, p.1.

warranted the State in establishing schools. In consequence of the enlargement of this fund and the enthusiasm of governors and other interested statesmen, the movement gained momentum enough to give expression and passage to the law of 1839. This law contained provisions for the division of counties into districts, the election of from five to ten county superintendents to supervise the common schools, the sheriffs to ascertain in general elections the feeling of the people of their counties as to schools supported by taxation, the erection of school houses, the election of public school committeemen, the levying of taxes, etc.[1]

Before the law of 1839 was passed the forces for schools began to spread their propaganda. The Carolina Watchman, a Salisbury newspaper, carried the following editorial:

> Seven-eighths of the money paid as county taxes by the people of North Carolina is laid out in payment for courthouses, jails, and whipping posts; in the maintenance of insolvent persons and for bringing offending persons to justice. The greater portion of the remaining one-eighth is disbursed in the payment of jurors and special justices. A very small amount is paid for any enduring public work. These county taxes constitute much of the aggregate paid by the citizen, and they amount to a very serious proportion of the annual income of the most of us. Yet these taxes to keep down vice and crime and to compel men to do justice, are paid cheerfully for there would be no living in peace without them. Yet some complain of the tax proposed by the school law as a great burden. What? a great burden to pay a tax to educate your own children, in your own neighborhood, where most of the money is expended? The money is not carried off as that paid to merchants,

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1 North Carolina Public Laws, 1838-1839, chap.8, p.12.

but is paid to honest schoolmasters, who will need to spend most, if not all of it, in the very community where it is paid, and not only so, but will spend twice as much which will be received from the State.... No complaint is made for that which goes for the uses of the guilty vagabond, but when it comes to a tax to make sensible and virtuous men of your children and prevent them from becoming such guilty vagabonds, Oh, it is a mighty hardship. This is not reasoning or feeling like rational creatures.[1]

An editorial in the Greensboro Patriot is of interest. It follows in its praise concerning the law:

I believe that it will in all future time, be marked as a bright era in our history and that a stream of praise to that body will issue from it that will never dry up.[2]

Also the Raleigh Star carried interesting and sound comment on this question. It follows:

The plan devised by the recent legislature of dividing the counties into school districts, will be ratified or rejected in August.

At this age of the world, and under our free form of government it would seem unnecessary to advocate the cause of education. Its value is apparent to all; but we regret to say that, its diffusion in the Southern country has not hitherto been commensurate with the responsible duties which devolved upon the past generation, and which now bear with such peculiar magnitude upon ourselves. Our most enlightened statesmen have long viewed this defect, or lack of education among the people, with regret; and that feeling of regret has been more pungent when they have contrasted with ourselves

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1 Carolina Watchman, May, 1838.

2 Greensboro Patriot, June 18, 1839.

those of our Northern sisters,[1] who have been and are still making notable progress.

Dr. Caldwell, president of the State university, in an address in Raleigh before a convention declared that the State was three centuries behind in education, the chief cause of which he declared to be the "fatal delusion that taxation is contrary to the genius of a republican government."

When the proposition of taxation was submitted to the voters Moore County was one of the counties to adopt the plan provided for in the State law. So far as the records show there were only a few schools in the county. Those which did exist were either in private homes or were under the control of the church. The number of public schools in the county in 1840 was eleven. These schools had an enrollment of 234 pupils, or an average of about 25.[2]

There was as much progress made between 1840 and 1850 as could be expected, since the schools operated under the severest scrutiny of a comparatively illiterate and uninterested people. In 1850 there were about one-third of the population who could not read or write, and possibly many of those classed as literate had only the smallest smattering of the rudiments of learning. By 1850 the number of schools in the county had increased

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1 Raleigh Star, March 27, 1839.

2 United States Census, 1840.

from eleven to thirty-one. Each of these schools had just one teacher, for there were thirty-one teachers working in the schools that year. The number of pupils had increased considerably more in proportion than had the number of schools. In 1840 there were 234 pupils attending, whereas in 1850 there were 1431 in attendance at the schools. This gave to each teacher an average of about forty-six pupils. These schools received $958 from public funds during 1850.[1] This amount divided equally among the teachers would give to each approximately $31. Probably the larger part of the money was spent on teachers' salaries, since the law required the district to provide a school house and made no provision for the purchase of supplies. If, as the report four years later shows, the school term was between two and three months the teachers drew about ten or twelve dollars per month for their services.

It is unfortunate that so much vagueness and inaccuracy pervade the earlier information regarding the schools of Moore County and the State. The act which made provisions for our schools did not make ample provisions for supervision. The Literary Board was given control of the common school system, while the county superintendents, with the local committee assisting them, controlled the county. The greatest weakness was in placing as much responsibility as was placed with the Literary Board, which could not supervise effectively the

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1 United States Census, 1850.

system that was authorized. The biggest task which this board actually performed was dispensing the money according to the school population. Wiley, in speaking of the plan which was followed between 1840 and 1852, says:

> This was an awkward arrangement; and the board at once perceiving its own inability to fulfill the necessary requirements of Head of such a system, have uniformly urged, on every legislature since, the more simple and efficient system of a single Executive Chief, or Superintendent. The biennial reports of the Board have been mostly confined to this one object; and hence for twelve years we have groped in darkness. A deep obscurity has veiled all the operations of the system - not one general report, with details has emanated from it - not an official statistic appeared, except the general urgent declaration of our judicious Literary Board, declaring the necessity of light and their inability to furnish satisfactory information.
>
> The government has not only failed to furnish information so desirable and all-important, but without by any means desiring or designing it, has exercised an influence the other way.[1]

The continued agitation for better supervision had its effect, for when the Assembly of 1852-1853 met it created the office of State Superintendent of Common Schools. The act follows:

> Be it enacted by the General Assembly of North Carolina and it is hereby enacted by the authority of the same, That there shall be appointed a Superintendent of Common Schools for the State; the said officer to be chosen by the legislature, and to hold his office two years from the time of his election.[2]

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1 State Superintendent's Report, 1854, pp.12-13.

2 North Carolina Public Laws, 1852-1853, chap.18, p.59.

Wiley was convinced that the future of the State was bound together with the future of the public schools. With the passage of the bill the legislature rose above party considerations and elected Calvin Henderson Wiley the first superintendent. A perusal of conditions in general reveals something of the task to which Wiley had been called. Mr. R. D. W. Connor, a student and teacher of history, says:

> At the time that he assumed charge of the public school system the schools were in a wretched condition; the houses were generally mere log hovels; the teachers were ignorant and cared little for their work; the schools were poorly attended. As a result of this thousands of parents were yearly leaving the State and going to other states where their children could be educated; and tens of thousands of children in North Carolina were growing up to manhood and womanhood in ignorance and illiteracy. Dr. Wiley saw if this condition continued the State would be ruined, for no state can prosper if its people are uneducated.[1]

With the election of Wiley the county superintendents were required to make reports from which he made a report to the State. His first three reports contain figures on the educational conditions of most of the counties but none for Moore. It is to be assumed that there was general laxity and carelessness in the administration of early school matters.

> From 1852 to 1865 there was nowhere a proper system of gathering school statistics; even the reports of New York, Pennsylvania, and the new Western States were in many ways misleading; and all educational statistics of

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1 North Carolina Day Programs (pamphlet), 1901, p.54.

a state in the condition represented by Dr. Wiley are to be taken with abundant discount.[1]

In 1857, the first of Wiley's reports to contain figures for Moore, there were sixty-one districts, of which forty-nine districts had schools during that year. The total number of children reported was 2038, while there were 1759 taught. There were forty-four males and four females licensed to teach. The average length of term was three and three-fourth months. From 1850 to 1857 there was a gain of almost sixty per cent in the number of schools; yet there were twelve districts which had no school.[2]

In 1860 Wiley's report reveals that the gloom of the impending crisis had its effect on the schools of the county. While the number of districts had increased from sixty-one to sixty-four, the number of schools taught had decreased from forty-nine to thirty-six. Thus in 1860 there were twenty-eight school districts which had no school. The school population had increased from 2038 to 2366, but the number taught had decreased from 1759 to 1096. The term had been shortened from three and three-fourths months to two and nineteen-twentieths months. The number of teachers licensed had decreased from forty-eight in 1857 to thirty-two in 1860.[3]

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1 Report of Commissioner of Education, v.1, 1901, p.451.

2 State Superintendent's Report, 1857, p.44.

3 Ibid., 1860, p.21.

The amount received by the chairman of the county superintendents in 1860 was $3026.97. The amount spent for school purposes was $2879.48. From these figures we find that on the average approximately eighty dollars was spent on each school in session during 1860.

Table VII

Comparative Statistics Showing the Number of Districts, the Number of Schools, the Number of Pupils, the Number of Teachers Licensed, Average Term, and the Total Amount Received for Education, in Moore County, 1840 - 1863.

Year	Districts Taught	Schools Taught	Pupils Taught	Average Term	Teachers Licensed		Total Amount Received
1840	-	11	234	-	m. -	f. -	-
1850	-	31	1431	-	-	-	$ 958.00
1857	61	49	1759	3.75 mo.	44	4	-
1860	64	36	1096	2.95 mo.	30	2	3029.97
1863	65	15	467	2.33 mo.	9	4	1095.20 *o

Table VII shows that more than half the schools were abandoned in Moore County between 1860 and 1863, and that in 1863 there were only about thirty per cent as many schools as there were six years earlier. Indeed, the conditions were little better in 1860 than in 1840. There were the fewest number of teachers licensed in 1863 of any year for which figures are available. The schools also had the shortest length of term in 1863 of any year on record.

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* State Superintendent's Report, 1857, p.44; 1860, p.16, 1863, p.33.

o United States Census, 1840, 1850.

There is a discrepancy in the table above which cannot be accounted for unless it can be explained by the vagueness of terms or the method of reporting. There were 2366 children reported in the county in 1860 and only 2091 in 1863.[1] Of course, some of tender age had joined the Confederate armies; yet according to the authorities of the time the figures were to be largely discounted or conclusions far from correct would be reached. An eminent statistician has this to say regarding the early methods of reporting and collecting data:

> Vagueness prevalent as to definitions and uses of the various terms which are now familiar render all statistics before about 1880 or 1890 very unreliable and untrustworthy.
> It is also evident that deductions based upon totals thus derived must be misleading, to obviate this difficulty, so far as possible, an effort has been made to give a uniform meaning to the word school.
> The number of buildings reported includes only those owned by the public and will be found in many instances to be largely exceeded by the number of schools.[2]

Superintendent Wiley's last report was made in 1866, but no statistics on the Moore County schools were included. Whether the schools of this county survived the crash of the Confederacy we do not know. It is certain, however, that few if any were in operation at the close of the Civil War. This war largely depleted the Literary Fund and thus immeasurably crippled the school system so auspiciously begun by Dr. Wiley. Authorities

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1 United States Census, 1860.

2 Compendium of the Tenth Census of the United States, p.1635.

agree that at the outbreak of the Civil War Wiley had built up a system of public schools second to none in the Southern states but the system was almost obliterated by the War and the state of affairs following it.[1]

The Civil War left the South prostrate, and other tasks received attention at the expense of the schools. Economic and social reconstruction engaged the best thought, and education was largely ignored. The Assembly abolished the office of State Superintendent early in 1866. This abolition was in part a movement in the direction of economy. Hamilton suggests that it was also the result of personal enmities which Wiley had incurred in opposing provisional Governor Holden's candidacy in 1864. Then when Governor Holden appointed provisional officers he ignored Wiley, and in March the office of the Treasurer of the Literary Fund and the office of State Superintendent of Common Schools were abolished.[2]

After Wiley was disposed of, the legislature began to make some amends to the schools. An act was passed which gave to the county superintendents about the same power they had before the Civil War. The Constitution of 1868 provided that the General Assembly at its first session under the Constitution should provide by taxation and otherwise for a general and

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1 J. G. DeR. Hamilton, History of North Carolina, vol.viii, p.347.

2 Ibid., p.349.

uniform system of public schools, wherein tuition should be free of charge to all the children of the State between six and twenty-one years of age.[1]

The school law of 1869 made provisions for a general tax for schools, its distribution, a State Board of Education, the county examiner, etc. This was the most far-reaching law passed up until this time. Under the provisions of this law North Carolina had another State Superintendent of Common Schools. The choice for this office was a "carpetbagger," Rev. S. S. Ashley, from Massachusetts. His report for 1869 shows that there were thirty-three schoolhouses in the county, but does not say how many schools were operated. There were 2779 children reported on the school census for that year. The amount received by the chairmen of the county superintendents was $1389.50. How much of this was spent we do not know. Mr. A. R. McDonald made the first report for the county examiner on September 16, 1870, as follows:

> There have been opened in this county, since October 1st, 1869, six public schools, four of which were for white children, and two for colored.
>
> The number of white pupils in aforesaid schools, 206; colored pupils, 76; total 282.
>
> Number of persons who applied for and received teaching certificates, white 17; colored 3; total 20.
>
> Average amount per month paid teachers, first grade, $30; second grade, $25.

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[1] Public Laws of North Carolina, 1868-69, sec.15 and 22, pp.460,462.

> There are several other public schools about to be commenced, and doubtless will be under way by October the first.[1]

It is not surprising to find such conditions prevailing. The Literary Fund was practically swept away and taxes were hard to collect. Another blow came to the schools when the Supreme Court declared that part of the law of 1869 relative to levying school taxes by townships was unconstitutional. According to this law the schools were a part of the necessary county expense, but the county school expenses could not be met by levying a township tax not authorized by the voters of the township.[2]

Mr. W. J. Stewart became county examiner of Moore County on March 11, 1872. A report to the State Superintendent indicates the conditions prevailing in one of the townships of the county when he assumed the duties of his position. This condition is doubtless indicative of the general status throughout the county. The report from Greenwood township follows:

> There have been no public schools in the township during the year, because we have had no money with which to pay the teachers. The Commissioners failed to levy taxes to support the schools, and we could not procure teachers without money. We have built no schoolhouses and repaired none for the same reason; but we have a sufficient number of old houses to carry on the schools for the present, and we expect to commence them as soon as we can get teachers.[3]

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1 State Superintendent's Report, 1870, p.59.

2 Lane vs. Stanley, 65 N.C. 153; Public Laws, 1868-69, chap.186.

3 State Superintendent's Report, 1870, p.199.

The state report for 1872 shows thirty-five schoolhouses, 3686 census children, 853 pupils taught, and 23 teachers licensed. The amount spent during the year was $2407.35. The evidence indicates that the schools needed money. There was the same evident lack all over the state. In 1873 the average term for the state was ten weeks. During this same year there were only sixty-three counties which made an official report concerning their schools. Not only were there few schools in 1873, but the principle of popular support had in no sense been accepted. Just how serious a problem school support was can be seen from the results of an election held in the county on May 15, 1873, for the purpose of ascertaining the wishes of the people of the county with respect to public taxation. The results of the election, by townships, follows:

Township	Votes Cast For Tax	Votes Cast Against Tax
1	0	120
2	2	65
3	0	47
4	4	19
5	0	69
6	0	36
7	7	62
8	0	44
9	0	10
10	0	22
	13	494 *

It seems from the figures above that the voters were too

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* Minutes of County Board of Education, May 15, 1873.

disheartened to assume the burden for school support. With the depletion of public and private treasuries taxes were difficult to collect, and when collected at all the collection was often late. The fear of mixed schools was sometimes urged as cause for alarm. There had been heated discussions in the Assembly, but each time the element favoring mixed schools had lost its cause. County and state officers sometimes were accused of misapplying the tax money which the schools should have received. Also the schools suffered no little for want of supervision. During these dark days of Reconstruction economic and educational gloom was hanging heavily over every state in the Southern group.[1]

But despite the laxity, lack of interest, and the inability to provide schools so characteristic of this period occasionally there were elements of encouragement. In 1873 the friends of education met at the request of the State Board of Education. Resolutions which were passed by this educational convention are interesting. Among them are:

> That the general educational interest of this State are deplorable and alarming in a high degree, and are such as to require the noblest and most self-sacrificing efforts of every true son of North Carolina to relieve her from such serious embarrassment.
>
> That this convention respectfully but earnestly requests and urges every friend of the State, the people,

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[1] E. W. Knight, Public School Education in North Carolina, p.257.

> and particularly the clergy, all public speakers and the press, to be zealous and constant in making efforts to arouse the whole people to a realizing sense of the paramount importance of education, and especially of common schools, to the rising and coming generations, and of the overruling necessity for universal, active and cordial cooperation of all, to avoid the blight and disgrace of ignorance.[1]

According to the Moore County report for 1874 the schools had made decided progress. During the year there were fifty-eight schools taught. This seems an accomplishment since a report from one of the counties indicated that there were few, if any, schools open in 1870. By 1874 the school population had increased to 4457 - an increase of almost eight hundred in four years. The number of children taught increased from 853 in 1872 to 1931 in 1874. The amount spent on the schools was $2857.90. During these years Mr. Stewart was serving in the capacity of county examiner for the almost negligible sum of eight dollars per year, compensation per diem for the actual time he spent in examining teachers and making reports.[2] It is hard to think of such a small salary without at the same time thinking of the small amount of importance attached to this office. It is obvious that the examiner had no supervisory duties.

A State Constitutional Convention in 1876 made certain

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1 E. W. Knight, Loc.cit.

2 State Superintendent's Report, 1874, pp.101,105.

changes which meant that the educational system would progress. The most important was the guarantee as to separate schools for white and Negro races, which removed the fear of a mixed system. The next legislature attempted to provide for two normal schools to provide ample educational facilities for that ever-increasing body of men and women who were to become the leaders of the youth of the State.[1]

Although the record of 1877 sounds promising the conditions of the schools in Moore County were lamentable as revealed by the statistics reported. The figures for that year show that there were 102 districts having 5126 children of school age. The space for the number of schools as well as the number of pupils taught is blank. Since, however, it appears that there were twelve teachers licensed in the county that year, and since they were licensed for one year only, it is assumed that there were at least twelve schools in operation that year. The record shows also that $2252.98 was spent on the schools during 1877.

By 1880 the educational situation in the county had changed appreciably. The number of districts had changed from 102 in 1877 to 117 in 1880. There were eighty-one schools in which there were 2954 children taught. However, these 2954 children were only a few more than half the school population for that

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1 Public and Private Laws of North Carolina, 1876, chap.234, pp.437-438.

year. Of these 2954 pupils enrolled there were only 1921 in daily attendance - being about thirty-nine per cent of those of legal permissive age. The number of teachers licensed increased from twelve in 1877 to forty-four in 1880. During that three-year period the amount spent increased from $2252.98 to $5654.27 - an increase in expenditures of approximately one hundred and fifty per cent. The county examiner again received the very nominal sum of eight dollars for his services during the year.

The year 1881 was a significant one in the educational history of North Carolina. Sufficient pressure had developed upon the legislature to force the passage of some important measures. The Assembly of 1881 increased school taxes, made provision for eight normal schools - four for each race -, provided for teachers' institutes, and for a county superintendent. This superintendent was to displace the county examiner. He was to be elected for a term of two years by the county board of education and the county magistrates. The compensation of the superintendent was to be three dollars a day for all days necessarily engaged in his official duties.[1]

Until the appointment of a county superintendent the main supervisory function consisted in the examination and certification of teachers. This the county examiner had been able

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[1] Public Laws of North Carolina, 1881, chap.200, p.376.

to accomplish in his spare time, and thus he was left free to earn a livelihood in the schoolroom or in the pursuit of some other profession or business. The schools had been under committees who were relatively uneducated, and had teachers of whom little training had been required. As the results of a lack of centralized authority became more evident, greater pressure was brought to bear until a step forward was taken in the passage of the act which created the office of county superintendent. He was to be paid only a per diem, but the recognition of duties other than primarily the examination of teachers meant much. The new superintendent in the typical county faced discouraging conditions well described as follows:

> About all the districts were without houses and with no money to build them. This resulted in continued controversy as to where the school should be taught. A, B, and C of any given district had an unoccupied house that would do. Each urged upon the committee the importance of having the school taught in his house. The committee was forced to choose between them and selected the house of A; it was the best they could do in their judgment. B and C objected, became enemies of the school, threw obstacles in the way of the teacher, advised their neighbors against sending to the school, circulated petitions for the division of the district, and presented them to the next meeting of the county board of education and demanded immediate action. Said board, recognizing the right of petition, ordered the division demanded, and the result was that the district, already too small, was divided into two, neither one of which had funds enough to continue a school for a longer term than four weeks with a very ordinary teacher.[1]

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[1] E. W. Knight, Public School Education in North Carolina, pp.310-311.

School conditions in Moore began to show some improvement as soon as a county superintendent was elected. In 1881 there were 114 districts as against 117 in 1880. There were 3818 children taught in the 114 schools in operation in 1881 as compared to 2954 children taught in 81 schools in 1880. Thus the number of districts was reduced slightly while the number of children taught increased. This was the first year that the schools averaged more than one to the district. Usually there were from ten to twenty districts more than there were schools in operation. In 1880 the average daily attendance was 1921; in 1881 it was 2314. Only approximately thirty-nine per cent of the school population were in average daily attendance in 1880. In 1881 the percentage was approximately sixty. The length of term for 1880 was not specified, but for 1881 it was only two months. The average salary of teachers was $22 per month. During 1881 fifty-one teachers were licensed; in 1880, forty-four. The amount of money spent in 1880 was $3987.19; in 1881, $896.55 - a decrease which is hard to explain on any basis other than irregularity in paying accounts and keeping books. As county examiner Mr. Stewart had been receiving eight dollars per year, but in 1881, when he was elected the first county superintendent, he received $32.50. Of course, this was still ridiculously small. The value of school property in 1881 was $3620. This consisted of seventy-five houses. The average of all buildings and all equipment was a little more

than forty-eight dollars each.[1]

State Superintendent Scarborough recommended that no changes be made by the legislature, but that body struck wildly at the county superintendency. In its session in 1883 it reduced the salary of the superintendent to two dollars per day, relieved him of his most important function - visiting the schools -, and of the power of dismissing a teacher guilty of immorality.

The report for 1885 showed 117 school districts in the county, the same number as in 1880. There were 6718 census children in the county, 3464 of whom were attending school, while the average attendance was 2200. The length of term had increased from an average of two months in 1881 to nine weeks for both colored and white in 1885. There was an increase in average daily attendance from sixty per cent in 1881 to sixty-three per cent in 1885. The average salary for white teachers was $25.24; for colored, $22. In 1881 forty-four teachers were licensed; in 1885, sixty-five. During that four-year interval school property practically doubled. In 1881 the valuation was $3620; in 1885, $6503. The amount spent on schoolhouses in 1882 was $4648.50; in 1885, $562.20. School expenses in 1880 were $3987.19; in 1885, $6419.95. In 1880 the county examiner received $8; in 1882 the county superintendent received $352; in 1885, $189.25. Moore County at that

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1 State Superintendent's Report, 1880, pp.62,72,76; 1881, pp.163,166,168.

time was slightly above the average for the State in the percentage of school population enrolled; the State, 52%; Moore, 53%. The county lagged slightly in the length of term, while the amount paid to the county superintendent was about equal to the average for the State.[1]

In 1888 the State Superintendent wrote, "Many of our teachers are themselves schoolboys and schoolgirls, without sufficient knowledge in books, and especially without sufficient training in school government and management." Indeed, it was a wise act when the legislature in 1885 again vested the county superintendents with about the same power and responsibility as they had in 1883.

And, too, many of the schoolhouses were "unfit for use, being uncomfortable and unsafe to the health of the children." According to those acquainted with the conditions the outstanding needs were a longer term, better teachers, higher salaries, and better physical equipment.

The year 1888 was an outstanding one for Moore County. During that year the figures are higher than for any previous period. In three years the number of districts had increased from 117 to 125. The number of schools in 1885 was 98; in 1888, 121. The school population increased nearly eleven per cent between 1885 and 1888, it being 6718 and 7477, respectively.

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[1] Ibid., 1880, pp.62,72,76; 1881, pp.166,170; 1882, pp.180-181; 1885, pp.114,117,120,125.

The school enrollment increased from 3464 to 6757 - almost a hundred per cent. The average attendance climbed from 2200 in 1885 to 4336 in 1888. This was an increase of more than ninety-seven per cent. The length of term remained unchanged at nine weeks. The average salary increased from $25.25 in 1885 to $26 in 1888. In 1885 there were 65 teachers licensed; in 1888, 87. Those figures show the period of most rapid development since the system began in 1840.[1]

No doubt but that much praise for school conditions in Moore County should be ascribed to the efforts of the county superintendent. Superintendent Stewart, on account of ill health, gave up the duties of this office in 1888; but during his incumbency the Moore County system was close to the state average in some items and above the average in others.

The legislature, in 1895, abolished both the office of county superintendent and the county board of education.[2] The duties of the superintendent and the board were vested in the county commissioners. The county commissioners appointed a county examiner, but this office lasted only two years. In 1897 a board of education was appointed and a county supervisor engaged. Two years later the office of county superintendent was re-created. The person elected to fill this office

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1 Ibid., 1885, pp.121,124; 1888, pp.151,156.

2 North Carolina Laws, 1895, chap.439, sec.4, p.465.

had to be a practical teacher with two years experience. He was to receive his pay on a per diem basis. The average compensation of the ninety-six superintendents in 1890 was $175.

The progress of the schools from 1890 to 1900 will be shown by means of comparative statistics.

Table VIII

Comparative Statistics as to Moore County School Districts, Term, Attendance, Value of School Property, Salary of Teachers, etc., 1890 - 1900.

		1890	1895	1900
Number districts:				
White		90	92	85
Colored		41	42	44
Total		131	134	129
Number schools taught:				
White		62	87	82
Colored		33	41	43
Total		95	128	125
Number of houses:				
White	log	10	10	-
	frame	44	63	75
	total	54	73	75
Colored	log	3	6	-
	frame	25	36	42
	total	28	42	42
Total, white and colored		82	115	117
Value school property:				
White		$3995	$4845	$5025
Colored		2135	3125	2840
Total		6130	7970	7865
Average term in weeks:				
White		10	10	15.33
Colored		13	12	14.66
Average salary of teachers:				
White	male	$26	$26	$25.25
	female	24	24	22.50
Colored	male	24	24	24.50
	female	22	22	21.25

Table VIII, continued

Comparative Statistics, Moore County Schools, 1890 - 1900

		1890	1895	1900
School population:				
White	male	2479		3400
	female	2357		2052
Colored	male	1401		1350
	female	1380		1419
Total		7617		8221
School enrollment:				
White	male	1243		2104
	female	1199		1952
Colored	male	695		732
	female	827		913
Total		3964		5701
Average attendance:				
White		1588		2533
Colored		997		2520-?
Total		2585		5053-? *

From the preceding statistics it is seen that the number of white schools increased between 1890 and 1895, but showed a slight decrease from 1895 to 1900. On the other hand the number of colored districts slowly and steadily increased for the period. The figures showing the number of schools taught reveal conditions identically the same as for the number of districts. There was a gradual increase in the number of schoolhouses during the decade, with the log house for both colored and white disappearing by 1900. In 1900 the county owned but 117 school buildings, but had 129 districts. There were 125

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* State Superintendent's Report, 1890, pp.75,83; 1895, pp. 108,113; 1900, pp.330,338. These statistics indicate some inaccuracy in reporting the average attendance for the colored children in 1900.

schools taught that year. The value of public school property was $6130 in 1890, and had increased to $7865 by 1900. The value of the average schoolhouse in 1890 was approximately $67.50; in 1900 approximately $67.50. The average length of term for whites increased from 10 weeks in 1890 to 15.33 weeks in 1900. For colored children the length of term increased from 13 to 14.66 weeks during the same period. Thus it is seen that the length of term for colored children was longer in 1890 but shorter in 1900 than for whites. This was probably due to the fact that the Negro children lived in the towns which had longer terms. Salaries of white teachers exceeded those for the colored by about two dollars per month, and the salaries of male teachers exceeded those for females by about the same amount. The number of white census children increased from 4836 to 5452; the number of colored census children decreased during the decade from 2781 to 2769. In 1890 there were 2442 white children enrolled, whereas by 1900 the enrollment had increased to 4056. The attendance in the colored schools showed no such proportionate increase. The average attendance of whites climbed from 1588 in 1890 to 2533 in 1900.

Table IX

Comparative Statistics for Moore County as to Teachers, Capital Outlay, Superintendent's Salary, etc., 1890 - 1900

		1890	1895	1900
Number teachers examined:				
White	male	35	57	41
	female	8	30	33
Colored	male	4	33	17
	female	8	34	19
Amount paid teachers:				
White		$4536.57	$4592.71	$5291.44
Colored		1790.73	3000.35	2295.37
Outlay for buildings:				
White		$ 202.76	$ 74.39	$ 213.10
Colored		169.45	70.58	96.64
Paid county superintendent		$ 255.50	$ 204.50	$ 300.00
Total amount spent		$7304.92	$8468.58	$8549.73
Total left on hand		$ 190.81	$ 105.47	$2516.20 *

It is evident from the figures given above that the number of teachers examined and certified did not steadily increase during the ten years from 1890 to 1900, for there was an increase for the first five-year period and then a marked decrease. The amount paid white teachers increased slowly but steadily during the decade, but the salary of colored teachers first showed a very considerable increase and then during the next five years decreased by practically the same amount. The sum paid for schoolhouses was only approximately one-third as much in 1895 as in 1890 or 1900. The county superintendent received less in 1895 than in 1890 or 1900. The total amount of money spent showed a steady gain for the ten-year period.

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* See reference, footnote 1, p.71

The total left on hand in 1890 was $190.81; in 1895, $105.47; in 1900, $2516.20.[1]

Table X

Comparative Statistics for Moore County as to Assessed Value of Property, Taxes, and Total Receipts, 1890, 1895, 1900.

	1890	1895	1900
Assessed value of property:			
White	$2,157,791	$2,829,507	$2,767,420
Colored	45,125	58,787	92,961
Amount paid on property and polls:			
White	$5,589.13	$8,232	$8,548.35
Colored	872.17	2,230	1,614.82
Total receipts	$7,495.73	$8,483.76	$10,323.44 *

The figures in the table above show progress, even if slow. State and county poll tax more than doubled between 1895 and 1900. The assessed valuation of property, however, was less in 1900 than in 1895.[2]

In concluding this chapter it is of interest to note that public schools came into existence as a result of continuous agitation by governors, legislators, and other public-spirited citizens who had visions of what the State might become if it had an educated citizenship. This public school movement met much opposition. The people were slow to accept any plan

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1 State Superintendent's Report, 1890, pp.69,79; 1895, pp. 101,111; 1900, pp.324,346.

2* Ibid., 1890, pp.66,86; 1895, pp.98,119; 1900, pp.319,366.

involving an increase in the amount of taxes to be paid. The Literary Fund was practically lost just when it was most needed. The people feared mixed schools and Negro domination. Supreme Court decisions were unfavorable and even if valiant men kept at the task greater progress was to be noted before the Civil War than between it and 1900.

Chapter IV

The Period of Rapid Development of Public Education 1900 - 1930

Interest and fervor characterized the incessant toil of those who were struggling for the development of a public school system to include provisions for the education of all the children of the State. Judging from tangible results the work of such educators as Wiley, Scarborough, Alderman, McIver, Taylor, Bailey, Kilgo, and others had been almost fruitless until C. B. Aycock, North Carolina's educational governor, began to build on their foundation one of the best educational systems in the South. Although he had a wonderful foundation on which to build, yet his task was a delicate one - one which few men could have accomplished. Great as were the difficulties the time had arrived for an unprecedented period of development. Aycock advocated taking the right to vote away from the Negro until he was educated sufficiently to vote intelligently. He favored more and better schools, and this would require more money. But so unreservedly did he give his life and influence

in the cause of better educational opportunities that today we think of him as being responsible for the educational revival. A view of the conditions which existed when he became governor will help us to understand and appreciate his services to the State. We quote Connor and Poe as to educational conditions as follows;

> At that time North Carolina did not believe in public education. Only thirty districts in the State, all urban, considered education of sufficient importance to levy a local tax for the support of schools. The average salary paid to county superintendents annually was less than a dollar a day, to public school teachers, $91.25 for the term. This meant, of course, that the office of county superintendent was either a "political job," usually given to some struggling young attorney for local party service, or a public charity used to help support the growing family of some needy but deserving preacher; and, further, that there were no professional teachers in the public schools. Practically no interest was manifested in the building or the equipment of school houses. The children of more than 950 public school districts were altogether without schoolhouses, while those in 1132 districts sat on rough pine boards in log houses chinked with clay. Perhaps under all these circumstances it was well enough that the schools were kept open only seventy-three days in the year, and that less than one-third of the children of school age attended them. 'Many of our most progressive towns, commercially, stood solidly against voting any taxes for schools, and one town after making the supposed mistake of voting the tax, and after trying the public schools for a year or two, voted the tax out, closed the school, and celebrated the event with bonfires and brass band.' The civilization of the State was ultra-individualism, and thousands of citizens, conscientious, intelligent, patriotic, honestly could not understand why they should pay taxes to educate other people's children. Other thousands were willing to support schools for white children, but stood steadfastly and doggedly against the education of the negro.[1]

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[1] R. D. W. Connor and Clarence Poe, Life and Speeches of Chas. B. Aycock, pp.114-115.

Dr. E. W. Knight has this to say concerning the work of Charles D. McIver and Edwin A. Alderman, who had been active in educational propaganda ten years before Aycock's administration began:

> About this time two young teachers, Charles D. McIver and Edwin A. Alderman, names which were soon to become closely identified with progressive educational policies, not only in their own State but in the entire South, began to attract wide attention by their interest and zeal in behalf of universal education. They appeared before the Legislature and pleaded for more efficient educational facilities for the youth of the State. Their earnestness attracted legislative attention. The numerous normal schools for white teachers were abolished and McIver and Alderman were selected as state institute conductors, to canvass the State, hold educational meetings, conduct teachers' institutes, and enlist the interest of the public on the subject of more and better education for all the children of both races. For two years they went up and down the State teaching teachers, organizing educational associations, holding mass meetings, and preaching the gospel of universal education, free and open to all classes. The influence of this work literally converted the Farmers' Alliance, which at that time was recognized as an organization of power and influence in the State. The Legislature of 1891 was in large measure controlled by this organization and showed some liberality toward public education. At this session the State Normal and Industrial College for the training of white teachers was established and the Agricultural and Mechanical College for negroes was also created.[1]

Knight further states:

> During these years there was a serious, steady growth of sentiment in favor of public education, and local taxation for schools of both races was gradually developing.[2]

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[1] E. W. Knight, Public School Education in North Carolina, pp.321-322.

[2] Ibid., p.323.

As a climax to the work he had been doing for the public schools for a decade or more Dr. John C. Kilgo proposed the following resolution to the Methodist Conference, held in Kinston in 1906:

> We regard the free public school a necessity to the State, and we declare ourselves fully in sympathy with them. These schools are for the people and should be made efficient. We favor six or eight months in the year, and we pledge ourselves to do all in our power to develop a public sentiment that will secure this result.[1]

Many church enthusiasts were opposed to free public education given by the State because church and State were separate. Critics of Dr. Kilgo charged him with opposition to the public higher schools, but he believed a child should have a store of knowledge of elementary history, geography, grammar, etc., so that the child would be better prepared for his secondary education. During the last decade of the nineteenth century preparatory work was abandoned in Trinity College. Trinity Park High School was organized to fill the gap. In commenting on the progress the State was making Dr. Kilgo said: "The establishment of the high school by the State and the rapid increase of these schools, especially in rural sections, is one of the most notable changes that has taken place in our educational system."[2]

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[1] W. T. Laprade, "The Administration of Pres. Kilgo," Trinity Alumni Register, vol.8, pp.4-5.

[2] Report of President John C. Kilgo to Trustees of Trinity College, 1903, p.4.

The influence of Dr. Charles E. Taylor, at one time President of Wake Forest College, was one of the principal stones in the foundation for the educational revival. In a forty-eight page pamphlet published in 1894 he has this to say:

> It is believed and will be urged that in the present condition of the State every cent of money raised by taxation that is available for educational purposes ought to be expended in increasing the efficiency of the common school system; and that all higher education ought to be cared for by private enterprise, and supported, so far as necessary, by private munificence.
>
> The picture is on one side bright and hopeful, on the other, dark and discouraging.
>
> There are more school-houses and more teachers in North Carolina than ever before. There is a large increase in the enrollment of the school population. There were five times as many children attending the public school in 1890 as in 1870. Very much good work is done in private schools. The graded schools in fifteen towns and cities are probably unsurpassed in any State.
>
> On the other hand, the public school term is shorter in North Carolina than in any other State or Territory of the Union.
>
> The average amount of the salaries of the teachers in the public schools of North Carolina is $23.10.
>
> The expenditure per pupil is less in North Carolina than in any other State except South Carolina.
>
> In 1890 the total expenditure per capita of population for common schools in the New England and Middle States was $2.76. In North Carolina it was forty-four cents.
>
> There can be no question that better provision ought to be made for our public schools, if not by local taxation, then by larger State appropriation.
>
> There are multitudes, white as well as black who can neither read nor write. And many of these people have little desire that their children shall learn ... yet the State can never be wealthy and prosperous in any high degree until the masses of the people are better educated than they have ever been before.[1]

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[1] C. E. Taylor, How Far Should a State Undertake to Educate?, pp.15,20-21.

In 1893 Josiah William Bailey, who had that year finished a brilliant college career, became assistant to his father, Rev. C. T. Bailey, as editor of the Biblical Recorder, the Baptist church paper of North Carolina. The father died in 1895, leaving the paper without an editor. This brilliant, youthful, energetic J. W. Bailey was called to fill the vacancy. As he wrote the editorial columns of this widely read paper he was proving himself to be a worthy successor not only of his father but also of Dr. C. E. Taylor. For years young Bailey used the influence of his position and his alert mind to champion the cause of public education. In the issue of April 10, 1895, Mr. Bailey said:

> Next to the Baptist churches the Recorder takes it as its peculiar aim to hasten the day when the State will be dotted with school houses, public schools, academies, boarding schools and institutions of general education.[1]

The position which this young exponent of general education took is further shown in an editorial of December 2, 1896. In part he said:

> The people of North Carolina do not realize how distressing is the condition of their public schools. The facilities of teaching the children of the citizens of this State to read and write are meagre in every respect, poor in the extreme, utterly inadequate, distressing to contemplate, and alarming to every one who knows what their condition is. We desire to bring this condition before the people, to tell them the facts; to get them

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[1] Josiah W. Bailey, Biblical Recorder, April 10, 1895.

> to realize that our school system is the foundation of our civilization and our government, and in truth, the very hope and happiness of our homes, and to realize how very sorrily this foundation is laid. The matter is more important than any other public question; it concerns every father and mother.... The public schools are vital to every home.... Moreover the improvement of our public schools is a necessity, an essential to our welfare, individually and as a commonwealth, which if neglected will have fruit in a withering ignorance or a whirlwind of mad prejudice and passion - and probably both.[1]

Dr. G. W. Paschal, in speaking of the effort and the accomplishment of Mr. Bailey said:

> He finally won such a determined set of followers among his readers that the demand for improved schools could no longer be resisted. Though several able helpers later joined Mr. Bailey in this noble work ... I assign the chief credit of the final happy issue to Mr. Bailey, since he alone took up the battle for the public schools after the Legislature of 1895 had, as events proved, left them worse than it found them;...[2]

Aycock's work in leading the political campaigns necessary to vote school taxes was thus based upon the work, not only of Alderman and McIver, but also of such influential men as Taylor and Bailey in the large Baptist denomination of the State and Kilgo in the influential Methodist denomination. These two denominations numbered far more than one-half of all the church members of the State, and there were similar leaders in other denominations. Education was being preached from the pulpits

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1 Ibid., December 2, 1896.

2 Dr. G. W. Paschal, The Wake Forest Student, November 1929, vol.xlvii, no.1.

in the later 1890's and on into the 1900's.

The tasks which faced Governor Aycock challenged the best in him, but he never swerved from the course of his duty to the State as he saw it. He always appeared to be very optimistic in his views concerning popular education. This subject furnished much of his campaign material. Concerning his fervor on this important subject we quote the following from his Inaugural Address:

> On a hundred platforms, to half the voters of the State, in the late campaign, I pledged the State, its strength, its heart, its wealth, to universal education.... Men of wealth, representatives of great corporations applauded eagerly my declaration. I then realized that the strong desire which dominated me for the uplifting of the whole people moved not only my heart, but was likewise the hope and aspiration of those upon whom fortune had smiled.... Then I knew the task before us ... was not an impossible one. We are prospering as never before. Gentlemen of the Legislature, you will not have aught to fear when you make ample provision for the education of the whole people.[1]

In reply to those who desired a compulsory attendance law as a means of building up educational sentiment Aycock said:

> The question now confronting North Carolina is the education of her children, and this can only be accomplished by creation of a public opinion so potent that no man will dare to leave his child out of the schools. ... Let us compel the attendance of every child, not by law, but by the power of an opinion that cannot be resisted. I know these North Carolina people. They can be led but it is hard to compel them. So I am in favor of writing it in the hearts of men. It will be better there. I want to get public opinion behind it. I want

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1 R. D. W. Connor and Clarence Poe, Op.cit., pp.117-118.

> to create a sentiment in North Carolina that will keep any little boy or girl from having to make a support for his father who is sitting on the corner whittling a piece of white pine.[1]

Aycock did, however, urge the passage of a law regulating the labor of children in textile plants. He has the distinction of being the first North Carolina governor to make such a request of the legislature. His law forbade employers' hiring under any condition children who were not twelve years of age. Also children under fourteen could not be employed for work at night. This same law provided that, after 1905, no child under fourteen should be employed, day or night, who could not read and write. Aycock maintained that such a law was equivalent to a mild compulsory attendance law, and especially was it to serve the purpose around factories.

Aycock, in his campaign speeches, had promised universal education. He made promises to the Negro as advantageous to them as the Constitution would allow. But when he insisted that the Negroes should have all the constitutional rights there arose much dissension. The fact that the Constitution says "There shall be no discrimination in favor of or to the prejudice of either race" made no difference to his critics. Because he favored giving the Negro his legal right, open hostility personally threatened him. Opposition to equal opportunity for the Negroes spread until there appeared a popular

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[1] R. D. W. Connor and Clarence Poe, Op.cit., pp.128-129.

demand for an amendment to the Constitution providing for a distribution of taxes on the basis of the taxable property owned by each race. Bills advocating a pro rata allotment of taxes were introduced in both houses of the State legislature, but Aycock took such a decided stand against them that he, along with some of the leaders, prevented them from being voted upon. So far as he was concerned the passage of such an amendment meant that he could not carry out his pledges, and, therefore, meant that he would resign and again take up his duties as a private citizen. Relative to his position on this question of equal educational opportunities, Aycock, in one of his messages, said:

> If the negro is ever educated it will be by the aid of Southern white men. The North cannot do it. Philanthropists in the North may think they can educate the negro without the help of Southern whites, but they are mistaken. ... We are in this State in the midst of an educational revival. We favor universal education and intend to accomplish it. If our friends in the North ... choose to aid us in our work we shall receive their aid with gratitude. If they withhold assistance we shall nevertheless do the work which lies before us.... As to the negro we shall do our full duty by him.... His destiny and ours are so interwoven that we cannot lift ourselves up without at the same time lifting him.[1]

Aycock's administration marks one of the most aggressive periods of educational advancement since the birth of our State. He had labored in the face of all difficulties with nothing

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[1] R. D. W. Connor and Clarence Poe, Op.cit., pp.130-131.

able to swerve him from his course. So well had he done his work that when, in 1904, in a reminiscent mood about the four months constitutional school term, he could exclaim:

> Too long deferred, to the grievous injury of the State, her peace, her prosperity and happiness, we have in this administration successfully met this requirement. The patriotic legislatures chosen by the people have made provision for it, and the executive officers, under the lead of our admirable Superintendent of Public Instruction, have carried the provisions of the law into effect. To-day we can boast for the first time in the history of the State that we have redemmed our pledge, kept faith with the people, and made provision for all the children. If the child is blind, we have teachers ready to open his eyes. If he is deaf, he can be taught to speak. If he is friendless and poor, the schoolhouse door stands wide open to shed its genial warmth upon him.[1]

As a result of the work of our "Educational Governor" there was a decrease from 1900 to 1910 in illiteracy in North Carolina, among the white race, from 19.4% to 12.3%. Although our State was surpassed by some other states in the reduction of illiteracy when both races are considered, yet North Carolina's record pertaining to the reduction of white illiteracy from 1900 to 1910 is unparalleled. But the change of popular sentiment in favor of education was infinitely more important than the immediate progress of the public school system. Aycock was modest and unassuming, but the credit for much of the progress made during the early years of the twentieth century must be ascribed to his leadership.

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1 R. D. W. Connor and Clarence Poe, Op.cit., p.136.

While the State's educational system was growing during the early years of the twentieth century the schools of Moore County were also expanding as a part of that system. The progress of the county can best be seen by comparison of statistics. Therefore the development of public education from 1900 to 1930 will largely be shown by tables.

Table XI

School Population, Enrollment, and Percentage in Attendance
Moore County, 1900 - 1930.

Year		School Pop. White	School Pop. Colored	Enrollment White	Enrollment Colored	Per Cent Enrolled White	Per Cent Enrolled Colored
1900	Rural						
	Urban						
	Total	5,452	2,769	4,056	1,645	74	59
1905	Rural	5,080	2,690	3,780	2,174	75	81
	Urban	543		395		73	
	Total	5,623	2,690	4,175	2,174	74	81
1910	Rural	3,772	2,192	2,907	1,264	77	57
	Urban	399	14	330	14	83	100
	Total	4,171	2,206	3,237	1,278	78	58
1915	Rural	4,424	2,569	3,585	1,484	81	58
	Urban	616	221	573	116	93	52
	Total	5,040	2,790	4,158	1,600	82	57
1925	Rural	3,279	2,120	2,884	1,828	88	86
	Urban	2,129	1,048	1,852	803	87	77
	Total	5,408	3,168	4,736	2,631	87	83
1930	Rural	3,739	2,054	3,126	1,599	84	78
	Urban	2,139	1,807	1,863	1,275	87	71
	Total	5,878	3,861	4,989	2,874	85	74 *

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* State Superintendent's Reports, 1900, 1905, 1910, 1915, 1925, 1930.

These figures show a steady growth of school population from 1900 to 1930, with the exception of the period between 1905 and 1910 when a portion of Moore County was taken at the erection of Lee County. Likewise, the school enrollment indicates a gradual increase during the period. The percentage of enrollment of white school population gradually increased, except between 1925 and 1930 when there was a small decrease. On the whole the white urban schools made a better showing than the rural schools, whereas the colored rural schools enrolled a larger percentage than the urban schools.

Table XII

Average Daily Attendance, Percentage of School Population Enrolled, and Percentage of Those Enrolled in Average Daily Attendance, Moore County, 1900 - 1930.

Year		Av. Daily Att. White	Av. Daily Att. Colored	Per Cent Pop. White	Per Cent Pop. Colored	Per Cent in Av. Daily Att. White	Per Cent in Av. Daily Att. Colored
1900		2,533	2,520	74	59	62	
1905	Rural	2,960	1,382	75	81	78	63
	Urban	235		73		59	
	Total	3,195	1,382	74	81	76	63
1910	Rural	1,788	1,785	77	57	61	
	Urban	225	12	83	100	68	
	Total	2,013	1,797	78	58	62	
1915	Rural	2,345	905	81	58	66	61
	Urban	418	63	93	52	73	55
	Total	2,763	968	82	57	69	61
1925	Rural	2,281	1,294	88	86	79	81
	Urban	1,438	506	87	77	78	63
	Total	3,719	1,800	87	83	79	68
1930	Rural	2,464	1,157	87	71	78	72
	Urban	1,497	980	85	74	85	77
	Total	3,961	2,137	84	78	79	74 *

It is seen from the foregoing statistics that the percentage of the white school population which enrolled gradually increased from period to period. The village white population patronized the schools better than did the rural people except in 1925. The percentage of colored school children enrolled was in most instances below the figures for the whites, and the figures show a wide variation from the average. The table

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* State Superintendent's Reports, 1900, 1905, 1910, 1915, 1925, 1930.

reveals that there was a gradual decrease and then a subsequent increase in the percentage in average daily attendance for both whites and colored. In 1914 the Moore County Board of Education discussed general school attendance but provided no means of improvement. In 1916 each school in the county had its own attendance officer.[1]

The Moore County Board of Education at various meetings laid much stress upon the securing of better teachers. On May 3, 1909, this Board made an appropriation for a county teachers' institute. During the same year the County Superintendent was instructed to issue a circular letter to school committeemen urging them to employ the very best teachers available. On October 4, 1909, the County Board went on record as favoring the disapproval of employing any Moore County teachers who had not attended the county institute held the previous summer. The records do not show that an institute was held each year, but various references to this subject indicate that these meetings were held rather regularly until 1920, when it was displaced by the county summer school. The State law required an institute once every biennium. During the school year 1911-1912 teachers holding second-grade certificates received $25 per month, while those having first-grade were paid $40. These amounts increased by 1916 to $30 and $45 respectively. The

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1 Minutes of the County Board of Education, 1914, 1916.

salaries of teachers were discussed in a Board meeting of 1917 and a recommendation was sent to the County Commissioners asking for an additional five-cent tax to be used for increasing teachers' salaries. The matter of employing a rural school supervisor came up for the consideration of the Board in 1921, but the matter of employing such a person was deferred until 1926, when Miss Meta Liles, who had been in charge of teacher training at the Farm Life School for some years, was employed. On July 3, 1923, the Superintendent was authorized to put the best teachers in the weaker schools at an increase of salary above schedule if necessary to procure their services. Moore County employed many teachers who could not meet the professional requirements but who, by faithful application, had come to be regarded as good teachers, but in 1926 the Board resolved that teachers failing to meet the professional requirements were not eligible for re-election in the county.[1] By this time the opportunities for professional improvement, notably in summer schools, had so multiplied in the State that there was little justification for a poorly prepared teacher who refused to improve his training.

Table XIII shows that the number of teachers steadily increased from 1905 to 1920. It also shows that the length of term gradually increased.

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[1] Minutes of the County Board of Education, 1909, 1911, 1916, 1921, 1926.

Table XIII

The Number of Teachers and the Length of Term, Moore County, 1905 - 1930.

Year		Number of Teachers White	Number of Teachers Colored	Average Length of Term White	Average Length of Term Colored
1905	Rural	83			
	Urban	6			
	Total	89			
1910	Rural	85	31	80	80
	Urban	10		166	
	Total	95	31	89	80
1915	Rural	101	31	128	109
	Urban	16	2	167	140
	Total	117	33	134	111
1925	Rural	96	49	133	122
	Urban	62	19	168	153
	Total	158	68	148	149
1930	Rural	95	43	144	135
	Urban	53	32	180	160
	Total	148	75	156	146 *

Table XIV shows the very rapid growth in the amounts paid to teachers, both white and colored, and to superintendents of the rural, village, and charter schools. The amount paid to white teachers more than doubled from 1905 to 1915, while the amount in 1925 was four times as great as in 1915. The salary for colored teachers shows a decrease from 1905 to 1910 and then a slight increase from 1910 to 1915. From 1915 to 1920 the amount paid to colored teachers almost trebled, and in 1925 they received more than six times as much as in 1915. The

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* State Superintendent's Reports, 1905, 1910, 1915, 1925, 1930.

superintendent of the county schools was getting more than three times as much in 1925 as in 1905.

Table XIV

Amounts Spent for Teachers and for Superintendents, Moore County, 1905 - 1930.

Year		Amount Paid to White Teachers	Amount Paid to Colored Teachers	Amount paid to Superintendents
1905	Rural	$10,627.40	$3,432.36	$ 855.54
	Urban or Charter	1,340.00		1,000.00
	Total	11,967.40	3,432.36	1,855.54
1910	Rural	$11,258.32	$2,588.68	$1,000.00
	Urban or Charter	3,115.20		2,000.00
	Total	14,373.52	2,588.68	3,000.00
1915	Rural	$23,273,32	$4,722.63	$1,200.00
	Urban or Charter	6,322.00	55.00	2,320.00
	Total	29,595.32	4,777.63	3,520.00
1920	Rural	$36,246.65	$12,763.25	$1,716.66
	Urban or Charter	14,121.00	480.00	7,545.59
	Total	50,367.65	13,243.25	9,262.25
1925	Rural	$ 75,739.01	$17,214.25	$2,850.00
	Urban or Charter	62,991.19	12,017.00	5,750.00
	Total	138,730.20	29,231.25	8,600.00
1930	Rural	$ 79,232.83	$21,989.75	$2,499.93
	Urban or Charter	60,652.86	20,738.30	9,800.00
	Total	139,885.69	42,728.05	12,299.93 *

In Table XV the figures reveal the increase of school expenditures. During each five-year period school expenses almost

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* State Superintendent's Reports, 1905, 1910, 1915, 1920, 1925, 1930.

doubled. The most rapid growth took place between 1920 and 1925, when expenditures increased eightfold. The total amount spent for teaching and supervision increased slowly at first, but after 1910 it almost doubled for each five-year period until 1920. In 1925 more than twice the amount was spent on these items as in 1920. The amount spent for buildings showed a gradual increase until 1925, when an unprecedented expenditure is shown.

Table XV

Disbursements for Educational Purposes, Moore County, 1905 - 1930.

Year		Expenditures	Teaching and Supervision	Bldg. and Supplies	Administration
1905	Rural	$17,438.00	$14,915.30	$1,875.77	$646.93
	Others	2,539.39	2,440.00	787.95	20.54
	Total	19,977.39	17,355.30	2,663.72	667.47
1910	Rural	$23,749.32	$14,847.20	$3,220.21	$1,261.37
	Others	6,646.73	5,115.00	1,019.73	512.00
	Total	30,396.05	19,962.20	4,239.94	1,773.37
1915	Rural	$37,557.46	$29,195.95	$7,617.62	$743.89
	Others	22,978.71	8,697.00	15,273.96	7.75
	Total	60,536.17	37,892.95	22,891.58	751.64
1920	Rural	$57,605.87	$52,006.33	$4,787.99	$811.55
	Others	32,942.69	22,146.87	10,795.80	
	Total	90,548.56	74,153.20	15,583.79	811.55
1925	Rural	$403,611.38	$98,019.91	$300,624.53	$4,966.94
	Others	321,350.60	83,758.16	276,675.84	916.60
	Total	724,961.98	181,778.07	577,300.37	5,883.54
1930	Rural	$176,905.74	$154,711.72	$14,003.93	$7,370.04
	Others	153,944.85	71,911.78	26,374.65	2,000.00
	Total	330,850.59	226,623.50	40,377.58	9,370.04 *

* State Superintendent's Reports, 1905, 1910, 1915, 1920, 1925, 1930.

The value of school property was very low in 1905. The average schoolhouse was worth approximately $75 at that time. Many of the buildings were either log structures or cheaply constructed frame buildings. As an evidence of the fact that the County Board and the County Superintendent were interested in the betterment of the school buildings the Board requested the Superintendent, on April 3, 1911, to report the size and condition of every schoolhouse in the county at the next meeting. The number of schoolhouses decreased from 1905 to 1910, but the value increased. There were eleven more schoolhouses in 1915 than in 1910, and the value had more than doubled. The greatest period of expansion was between 1915 and 1925.

Table XVI

School Property and Its Value, Moore County, 1905 - 1930.

Year		Number Houses White	Col.	Tot.	Value of Property White	Colored	Total
1905	Rural	87	43	130	$7,000.00	$2,500.00	$9,500.00
	Others	1		1	350.00		350.00
	Total	88	43	131	7,350.00	2,500.00	9,850.00
1910	Rural	61	23	84	$47,420.00	$4,565.00	$51,985.00
	Others	2		2	14,500.00		14,500.00
	Total	63	23	86	61,920.00	4,565.00	66,485.00
1915	Rural	67	27	94	$114,663.00	$8,286.00	$122,949.00
	Others	3		3	50,589.59		50,589.59
	Total	70	27	97	165,252.59	8,286.00	173,538.59
1925	Rural	45	23	68	$140,625.00	$98,420.00	$239,045.00
	Others	8	4	12	470,000.00	40,000.00	510,000.00
	Total	53	27	80	610,625.00	138,420.00	749,045.00
1930	Rural	26	21	47	$435,830.00	$56,140.00	$491,970.00
	Others	7	6	13	447,400.70	86,238.75	533,639.45
	Total	33	27	60	883,230.70	142,378.75	1,025,609.45*

According to the county superintendent's report to the State Superintendent there were three districts in 1910 which had log schoolhouses. By 1915 the log house had vanished from Moore County.

Table XVII shows the progress toward consolidation of schools since 1905.

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* State Superintendent's Reports, 1905, 1910, 1915, 1925, 1930.

Table XVII

The Number of White Rural Schools, Rural White School Population, Number Schools Having One Teacher, Number Schools Having Two or More Teachers, and the Number of Rural Schools Teaching High School Subjects, Moore County, 1905 - 1930.

Year	Rural White Schools	Rural White School Pop.	One Teacher Schools	More Than One Teacher	Teaching High School Work
1905	83	5,080	76	7	9
1910	64	3,772	57	7	8
1915	67	4,424	42	25	9
1920	61	3,928	42	19	11
1925	40	3,115	22	18	7
1930	24	3,739	9	15	6 *

The number of schools decreased during each five-year period from 1905 to 1930 except from 1910 to 1915. The rural school population has never been so large as it was in that year. That condition can be accounted for by virtue of the fact that Lee County was erected in 1908 and by transportation to larger centers as a result of consolidation. The number of rural one-teacher schools has gradually decreased from seventy-six in 1905 to nine in 1930. There were a larger number of two-teacher schools in rural Moore during 1915 than in any other year. The number of rural schools giving some high school instruction has not materially changed. While the number of high schools remained almost stationary there were four large systems chartered

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* Records in the County Superintendent's Office.

and built up.

It is interesting to observe that longer terms, better salaries, and better buildings were an accompaniment of an economic progress that furnished a foundation for educational progress. Table XVIII indicates this.

Table XVIII

Valuation of Real, Personal, and Other Property in Moore County and the State, 1860 - 1930.

Year	Moore County	North Carolina
1860	$4,572,725	$550,332,748
1870	950,560	130,378,622
1880	1,565,733	156,100,202
1890	2,248,554	216,862,376
1900	4,300,728	346,878,923
1910	6,579,747	747,500,632
1920	10,189,052	3,139,000,000
1930	27,138,753	2,971,338,814 *

The vast decrease in the valuation of property in the county and State from 1860 to 1870 is explained by the freedom of the slaves and their decreased productivity as laborers, the destruction incident to war, and the decreased morale resulting. From 1870 to 1920 there was a steady increase in both county and State wealth - the proportion of increase alternating with first one and then the other in the lead. The assessed wealth of the State fluctuated normally around one hundred times the value of the wealth within the county. By 1900 the wealth of neither

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* United States Census, 1860, 1870, 1880, 1890, 1900, 1910, 1920, 1930.

Moore nor the State had increased to the point where it was before the Civil War. Hence with the depletion of funds, and with the general feeling against taxation so prevalent, it is not so hard to understand the educational difficulties.

Let us return to the consolidation movement in Moore County, which was a later phase of school progress resulting from steadily increasing economic gains.

Consolidation of adjacent small districts preceded consolidation of areas necessitating transportation by many years. So far as the available records show, the first act of consolidation in Moore County took place in 1907, when District Number 8, Carthage township, and Number 2, Mineral Springs township, were consolidated. In 1909 the Superintendent was requested to ascertain the advisability of consolidating Moody and Red Sign Board. On April 5, 1909, Greenwood and Moore Hill were consolidated. The prospect of consolidating Ben Salem and Big Oak was discussed in 1909 but was postponed indefinitely. Nothing further was done in the matter of consolidation until in 1915 Big Oak was consolidated with Oak Grove, West Philadelphia, and Ben Salem; Brown's Chapel with Melton; and Martindale with High Falls. In 1921, Mr. M. C. McDonald, a school committeeman, was asked to investigate the matter of consolidating some other districts with West End and also the availability of conveyances. Mr. W. H. Fry was the first man to obtain a salary for transporting pupils. He carried the children from

Holly Grove to West End. He received thirty dollars per month. The County Board in 1921 authorized the County Superintendent to make provisions in the budget for such transportation as was needed at a rate not to exceed fifteen cents per mile traveled by bus or the means of conveyance. In 1922 the Superintendent was authorized to complete his plans for the consolidation of Mount Holly and Wade Springs with Whitehill; Pine View and Thaggardville with Farm Life; and Ben Salem, Big Oak, Oak Grove, and Samarcand with Eagle Springs.[1]

So popular had consolidation become by 1922 that delegates from Newburg, Pinecrest, and Roseland appeared before the County Board with a petition asking that their schools be consolidated. This is the first instance of this kind on the county records. A similar delegation from Big Oak, Ben Salem, Samarcand, Oak Grove, and Eagle Springs asked that these schools be consolidated. High Falls and Prosperity were consolidated in 1922. During the same year provisions were made for transporting the high school pupils from three smaller schools to Pinehurst. In 1922 there were five bus drivers under contract to serve five routes as follows:

Summer Hill and Thaggardsville	to Farm Life. . . .	$150
Prosperity	to High Falls . . .	60
Dunham	to Farm Life. . . .	75
Blue's Farm	to Pinehurst, col..	75
Jax, Hamlet, and Newburg	to Pinehurst, col..	100

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1 Minutes of the County Board of Education, 1907, 1909, 1915, 1921, 1922.

On May 18, 1923, school committeemen and committeewomen met from the various school districts for the purpose of considering the county-wide program for the public schools of Moore County. About ninety per cent of these representatives were in favor of this plan. Guided by the attitude of these school representatives, the County Board went on record in 1924 as disapproving the building of any more one-teacher houses where transportation was possible. As a consequence of the favor which the county-wide plan received the County Board unanimously voted to ask the County Commissioners to have an election held to determine the wishes of the people on the proposition of making the county the unit, with a uniform tax levy as a means of support. As time passed, and before the election was called, however, such opposition developed that those in authority became convinced of the lack of popular approval, and no election was held.

The first reference to school wagons is found in the minutes of the Board of Education for 1916. In this year there were two school wagons offered for sale: one at $110, the other at $150. Where these wagons were used we do not know. At a Board meeting in 1920 the Superintendent was ordered to sell the running gear of a school wagon - the body to be kept. During this same year Moore County obtained an interest in its first school bus. This bus was to be used by the Derby Memorial School. Table XIX shows the growth of transportation in Moore County, 1920 - 1932.

Table XIX

Total Number of Trucks Used, the Number of Pupils Transported, Daily Mileage of All Trucks, and the Total Cost per Year of Truck Operation, Moore County, 1920 - 1932.

Year	Trucks	Pupils Transported	Daily Mileage of All Trucks	Cost per Year for Transportation
1920-21	1	30		$ 153.00
1921-22	6	160		3,754.57
1922-23	14	520		4,018.73
1923-24	28	1161	630	12,355.78
1924-25	37	1432	952	25,403.13
1925-26	32	1578	918	20,744.71
1926-27	41	1350	1695	19,744.75
1927-28	36	1479	1281	25,169.67
1928-29	32	1362	1141	28,982.36
1929-30	34	1427	1055	32,759.85
1930-31	31	1623	1549	26,257.59
1931-32	37	1848	1300	21,131.91 *

Moore County profited by the efforts of Aycock's work while he was governor as well as by the change of attitude toward public education occasioned by his inestimable spirit and labor. Judging from the statistics, the county was slow to attempt reforms in education, but once the people were convinced they were willing to make adequate preparations for their children. The figures for 1910 are in many cases smaller than in 1905, but this is because Lee County was partly formed from Moore in 1908. By 1915 it was not an uncommon occurrence for school districts to petition the County Board asking for a special tax election. This was quite a change in conditions from that

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* Records in County Superintendent's Office.

which existed in 1873 when there were only thirteen favorable votes cast in the first county-wide special tax election. Precinct workers were placed in every voting precinct in the county urging the voters to vote for the Constitutional amendment providing for six months of school. The County Board of Education went on record as not favoring the employment of teachers who would not keep properly prepared by rather regular attendance at summer schools. That much progress was made during the first thirty years of the twentieth century there can be no doubt. Moore County certainly did not lead in the matter of consolidation; likewise she was not the last to catch the vision, as is evidenced by a glance at the tables of this chapter. There is, however, much to be done in the way of improving and equalizing educational conditions in Moore County.

Chapter V

Present Conditions, 1931 - 1932

There are at present, 1931-32, twenty-four white county schools, of which eight are standard high schools. There are only three high schools for colored children. Of the twenty-eight colored schools seventeen are of the one-teacher type.

Of the one hundred and forty-three white teachers in the county, eighty-five work in rural schools and fifty-eight in the charter systems. Of the seventy-six colored teachers, thirty-two teach in charter schools while forty-four teach in the rural schools. Four white and three colored schools have charter systems.

The remainder of this chapter is a graphic representation depicted by the twenty-nine tables, which are left largely to tell their own story. Unless otherwise stated, all statistics in this chapter are for the year 1931-32. The data for the following tables were secured from the audits of the special charter systems, questionnaires sent to superintendents and principals, records in tax collector's office, and records in the County Superintendent's office.

Table XX

Comparative Statistics Showing Size, Location, Census, Attendance, and Promotion in Rural and Charter Schools, Moore County (White).[1]

Name	Township	Dist.	Census	Enroll-ment	Av. Atten.	% in Av.Att.	No. Tchrs.	Term	No. Grades	Pupils per Tchr.	No. Prom.	% Prom.
W.Phila.	Ben Salem	5	51	29	24	88	1	6	6	29	19	66
E.Phila.	"	6	60	34	28	93	1	6	6	34	30	88
Rock Hill	"	7	65	32	23	79	1	6	7	32	17	53
Eagle Spgs.	"	11	234	157	119	90	4	8	7	39	111	71
Carthage	Carthage	1	709	608	501	93	16	8	11	38	404	66
Glendon	Deep River	1	91	59	44	88	2	8	7	30	44	75
Cameron	Greenwood	5	410	385	295	89	10	8	11	39	246	64
Vass-L'view.	McNeills	1	479	479	364	90	13	8	11	37	333	70
Eureka	"	4	264	262	216	92	8	8	11	33	212	81
Sou. Pines	"	5	529	467	389	92	15	9	11	31	380	81
Aberdeen	Sandhills	2	401	492	412	96	14	8	11	35	339	69
West End	Mineral Spgs.	3	335	365	296	91	10	8	11	37	255	70
Pinehurst	"	6	446	446	391	95	15	8	11	30	348	78
Putnam	Ritters	2	49	34	31	94	1	6	7	34	28	82
Highfalls	"	8	303	226	206	95	6	6	7	38	190	84
Dover	Sheffield	1	96	62	47	85	2	6	7	31	51	82
Mt. Zion	"	2	63	51	36	87	1	6	7	51	35	69
Moody	"	3	94	84	69	91	2	6	7	42	62	74
Cedar Hill	"	5	70	50	47	98	2	6	7	25	24	48
Acorn Ridge	"	6	112	84	75	95	2	6	7	42	49	58
Hemp	"	8	569	526	422	92	12	6	7	40	359	68
Needham's Gr.	"	9	123	72	56	88	2	6	7	36	58	81
Melton	"	10	113	65	57	96	2	6	6	33	42	65
Brown's Chap.	"	10[a]	64	42	21	66	1	6	7	42	13	31

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1 Records in County Superintendent H. Lee Thomas's Office.

By reference to Table XX one sees that all the schools of Moore County are small in enrollment; yet there are four charter systems. Ranking the largest ten schools in the order of size as determined by the number of pupils enrolled, the figures show the following order: Carthage, Hemp, Aberdeen, Vass-Lakeview, Southern Pines, Pinehurst, Cameron, West End, Eureka, and Highfalls. If these schools were ranked on the basis of attendance, which is a truer index of the service of the school, the order would be changed slightly.

The twelve schools making the highest percentage of attendance are: Cedar Hill, 98; Aberdeen, 96; Melton, 96; Pinehurst, 95; Highfalls, 95; Acorn Ridge, 94; Putnam, 94; Carthage, 93; East Philadelphia, 93; Eureka, 92; Southern Pines, 92; Hemp, 92. Some of the smaller schools are able to maintain high attendance because the children live near the schools.

There are eight high schools in the county doing four full years of work. Four of these are rural consolidated and four are special charter systems. Those schools operating under charters are Aberdeen, Carthage, Southern Pines, and Vass-Lakeview.

Of the larger schools Hemp has the largest enrollment per teacher. The nine next highest follow in order: Cameron, 39; Highfalls, 38; Carthage, 38; Vass-Lakeview, 37; West End, 37; Aberdeen, 35; Eureka, 33; Southern Pines, 31; Pinehurst, 30.

The percentage of children who were promoted varies all the

way from 31% at Brown's Chapel to 88% at East Philadelphia. On the average 68% of the children in the smaller schools were promoted. In the larger schools there was a range from 64% in Cameron to 84% in Highfalls. Both extremes were found in rural schools. The average for the entire group of larger schools was 73%. The average for the four charter districts was exactly 71.5%.

Table XXI

Comparative Statistics Showing Size, Location, Census, Attendance, and Promotion in Rural and Charter Schools, Moore County (Colored).[1]

Name	Township	Dist.	Census	Enrollment	Av. Atten.	% in Av. Att.	No. Tchrs.	Term	No. Grades	Pupils per Tchr.	No. Prom.	% Prom.
Zion Grove	Ben Salem	1	61	45	35	92	1	120	7	45	28	62
Eagle Spgs.	"	2	142	142	108	96	3	160	7	47	92	65
Union Grove	Carthage	2	13	13	12	96	1	120	6	13	11	85
Mt. Zion	"	4	132	92	73	89	2	120	7	46	73	79
Wayside	"	4	61	55	39	83	1	120	6	55	37	67
Shady Grove	"	5	87	67	55	94	2	120	7	33	45	67
Ingram Branch	"	6	29	20	16	92	1	120	7	20	13	65
Carthage M.C.T.	"	1	324	341	293	91	10	160	11	34	247	72
Reives Chap.	Deep River	1	55	14	13	84	1	120	7	14	6	43
Haw Branch	"	3	95	49	38	92	1	120	7	49	27	55
Bethlehem	"	4	30	24	19	84	1	120	6	24	15	63
Cameron	Greenwood	1	240	178	121	76	4	160	7	45	115	65
Vass	McNeills	1	102	79	61	90	2	120	7	35	46	58
Midway	"	4	22	16	11	84	1	120	7	16	12	75
Pee Dee	"	5	29	30	18	79	1	120	6	30	22	73
W.Sou.Pines	"	5	822	629	536	89	14	160	11	45	458	72
West End	Mineral Spgs.	1	108	58	43	92	1	120	7	58	47	81
Jackson Spgs.	"	2	74	66	49	91	1	120	4	66	0	0
Pinehurst	"	3	344	344	321	96	10	120	11	34	147	43
Eastwood	"	4	121	96	68	74	2	120	7	48	70	73
Aberdeen	Sandhills	2	599	476	373	93	9	140	7	53	308	65
Deep Creek	"	4	63	53	26	84	1	120	6	53	11	21
Prosperity	Ritters	1	26	22	16	92	1	120	7	22	15	68
Putnam	"	2	71	46	28	79	1	120	6	46	30	65
Bellview	"	3	74	63	50	85	2	120	7	63	14	22
New Zion	Sheffield	1	28	28	21	77	1	120	7	28	25	89
Long Leaf	"	2	35	23	22	94	1	120	7	23	18	78
Bear Creek	"	3	59	47	34	84	1	120	7	47	35	74

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1 Records in County Superintendent's Office.

West Southern Pines, Aberdeen, Pinehurst, Carthage, Cameron, and Eagle Springs are the only large colored schools in the county.

Union Grove (96.5), Eagle Springs (96), Pinehurst (96), Longleaf (94), Shady Grove (94), Aberdeen (93), Ingram Branch (92), Haw Branch (92), West End (92), and Prosperity (92) had the highest percentage in average daily attendance. Eastwood and Cameron made the poorest averages in attendance.

There are seventeen one-teacher schools; five with two teachers; one with three; one with four; two with ten; and one with fourteen teachers.

Only four schools have above the six months term. They are West Southern Pines, Carthage, Cameron, and Eagle Springs.

There are three schools, two charter and one county, which have high school instruction.

In the colored schools there is a wider variation in the enrollment per teacher than in the white schools. The school having the smallest enrollment per teacher is Union Grove. The school with the highest enrollment per teacher is Jackson Springs with sixty-six.

The percentage of promotion ranges from zero at Jackson Springs to eighty-nine at New Zion.

Table XXII

Comparative Statistics Showing Number and Percentage of Schools of Each Type and Number and Percentage of Pupils Attending Each Type (White).[1]

Type of School	Number Schools	Per Cent Schools	Number Pupils	Per Cent Pupils
1 teacher	6	25	222	4.3
2 "	7	29.2	476	9.3
3 "	0			
4 "	1	4.2	157	3.1
5 "	0			
6 "	1	4.2	226	4.4
7 "	0			
8 "	1	4.2	262	5.1
9 "	0			
10 "	2	8.3	750	14.7
11 "	0			
12 "	1	4.2	479	9.4
13 "	0			
14 "	2	8.3	1018	19.9
15 "	2	8.3	915	17.9
16 "	1	4.2	608	11.9

The prevailing type of school in Moore County is the two-teacher type. One-fourth of the total number are one-teacher schools. More than one-half of the schools are of the one- and two-teacher type, yet only 13.6% of the children attend them. Only about one-fourth of the pupils attend schools with less than eight teachers. Almost sixty per cent of the children attend schools with twelve or more teachers.

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1 Records in County Superintendent's Office.

Table XXIII

Size and Cost of Buildings of Moore County for White Children.[1]

School	Rooms	Classrooms Used by High School	Classrooms Used by Grades	Est. Value Bldgs. and Equipment
Acorn Ridge	3	0	2	*
Brown's Chapel	1	0	1	$ 575.00
Cameron	13	3	7	54,750.00
Cedar Hill	2	0	2	2,100.00
Dover	3	0	2	3,800.00
Eagle Springs	6	0	4	5,350.00
Eureka	8	3	5	15,450.00
Glendon	3	0	2	1,650.00
Hemp	16	5	9	43,700.00
Highfalls	6	2	4	5,500.00
Melton	2	0	2	*
Moody	2	0	2	1,300.00
Mt. Zion	2	0	1	1,000.00
Needham's Grove	2	0	2	2,350.00
E. Philadelphia	1	0	1	600.00
W. Philadelphia	1	1	1	750.00
Pinehurst	20	6	9	87,000.00
Putnam	2	0	1	2,000.00
Rock Hill	2	0	1	2,275.00
West End	10	4	6	44,818.00
Southern Pines	15	6	9	138,327.14
Vass-Lakeview	16	5	9	66,000.00
Carthage	17	5	12	109,000.00
Aberdeen	18	6	12	135,800.00

The investment in small schools is quite low. Moore County has spent its school money in building large consolidated schools. Little loss will be occasioned when the smaller schools are abandoned.

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* No estimate given.

1 Records in County Superintendent's Office.

Table XXIV

Size and Value of Colored School Buildings of Moore County.[1]

School	Rooms	Classrooms Used by High School	Classrooms Used by Grades	Est.Val.Bldgs, Equipment and Grounds
Aberdeen	12	0	12	$17,700.00
Bear Creek	1	0	1	475.00
Bell View	2	0	2	3,000.00
Bethlehem	2	0	1	2,500.00
Cameron	4	0	4	*
Carthage	10	4	6	12,400.00
Deep Creek	2	0	1	5,000.00
Eagle Springs	3	?	?	2,600.00
Eastwood	2	0	2	500.00
Haw Branch	3	0	1	*
Ingram Branch	1	0	1	1,200.00
Jackson Springs	1	0	1	*
Longleaf	2	0	1	1,200.00
Midway	1	0	1	400.00
Mt. Zion	2	0	2	1,800.00
New Zion	1	0	1	*
Pee Dee	1	0	1	1,290.00
Pinehurst	?	3	7	13,200.00
Prosperity	2	0	1	2,525.00
Putnam	1	0	1	1,550.00
Reives Chapel	1	0	1	7,000.00-?
Shady Grove	3	0	2	5,500.00
W.SouthernPines	14	3	11	55,683.75
Union Grove	1	0	1	*
Wayside	1	0	1	550.00
Vass	2	0	2	3,000.00
West End	1	0	1	*
Zion Grove	1	0	1	*

Investment in Negro schools is small when compared to that in white schools. Consolidation has only begun to affect Negro education.

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* No estimate given.

1 Records in County Superintendent's Office.

Table XXV

Value of Science Equipment in Moore County High Schools (White).[1]

School	Enroll.	General Science	Biology	Chem.	Physics	Others	Total
Aberdeen	135	$500	$300.00		$500.00		$1,300.00
Cameron	83	125	130.00		200.00		455.00
Carthage	139	250	350.00	$300		$400	1,300.00
Eureka	71		98.24		78.35		176.59
Pinehurst	107	350	225.00	300	300.00	100	1,275.00
Sou. Pines	113		50.00	700	1,200.00	930	2,880.00
Vass-Lakeview	83		50.00	50	50.00		150.00
West End	123		125.00		75.00		200.00

Some of these schools evidently have adequate science equipment to give satisfactory courses. There is a wide variation among schools of approximately the same size. Vass-Lakeview, Eureka, and West End have entirely inadequate equipment. Some schools appear to have been extravagant in spending the tax money. Southern Pines, Aberdeen, Carthage, and Pinehurst are amply supplied with equipment for teaching the sciences.

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1 Questionnaire Sent to Superintendents and Principals.

Table XXVI

Moore County School Libraries (White).[1]

School	Enrollment	Books	Books per Pupil	Value of Library Books
Aberdeen	353	1,484	4	$ 800
Acorn Ridge	84	0		
Brown's Chapel	42	0		
Cameron	385	883	2	*
Carthage	608	1,115	2	1,000
Cedar Hill	50	92	2	25
Dover	62	114	2	60
Eagle Springs	157	205	1	50
Eureka	262	675	3	450
Glendon	59	50	1	50
Hemp	526	1,300	2	500
Highfalls	226	0		
Melton	65	76	1	50
Moody	84	0		
Mt. Zion	51	0		
Needham's Grove	72	607	8	200
E. Philadelphia	34	30	1	25
W. Philadelphia	29	40	1	30
Pinehurst	448	2,312	5	2,000
Putnam	34	0		
Rock Hill	32	0		
Southern Pines	467	1,621	4	1,744
Vass-Lakeview	479	973	2	*
West End	365	933	3	800

This table shows the wide variation of available books per pupil. Highfalls, a six-teacher school offering instruction through the tenth grade, reports no books. Needham's Grove, a two-teacher school, reports eight books per pupil. There is apparently need of supervision in the use of the library.

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* No estimate given.

1 Records in County Superintendent's Office.

Table XXVII

Moore County School Libraries (Colored).[1]

School	Enrollment	Books	Books per Pupil	Value of Library Books
Aberdeen	476	160	.32	$300
Bear Creek	47	0		
Bellview	63	0		
Bethlehem	24	0		
Cameron	178	0		
Carthage	341	818	2	950
Deep Creek	53	0		
Eagle Springs	142	0		
Eastwood	96	40	.45	20
Haw Branch	49	0		
Ingram Branch	20	0		
Jackson Springs	66	5	.08	2.50
Longleaf	23	0		
Midway	16	0		
Mt. Zion	92	0		
New Zion	28	0		
Pee Dee	30	0		
Pinehurst	344	124	.35	200
Prosperity	22	1	.04	1
Putnam	46	0		
Reives Chapel	14	0		
Shady Grove	67	0		
W.Southern Pines	629	423	1	800
Union Grove	13	0		
Vass	79	0		
Wayside	55	1	.02	1
West End	58	0		
Zion Grove	45	0		

There are a large number of Negro schools reporting no books. Carthage and West Southern Pines are the only schools reporting as much as one book per pupil. Only eight of the twenty-eight schools report any books: two report only one each.

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1 Records in County Superintendent's Office and Questionnaire.

Table XXVIII

Comparative Statistics of the Cost of Instruction in Moore County Schools (White).[1]

School	Enrollment	Av. Atten.	Total Salaries	Cost per Pupil in Av. Daily Atten.	Cost per Pupil per Month
Acorn Ridge	84	75	$ 1,080.00	$14.40	$2.40
Brown's Chapel	42	21	432.00	20.57	3.45
Cameron	385	295	8,232.00	27.90	3.49
Cedar Hill	50	47	891.00	18.96	3.16
Dover	62	47	945.00	20.11	3.35
Eagle Springs	157	119	3,456.00	29.04	3.63
Eureka	262	216	6,516.00	30.17	3.77
Glendon	59	44	1,048.09	23.82	2.98
Hemp	526	422	6,562.80	15.55	2.59
Highfalls	226	206	3,204.00	15.55	2.59
Melton	65	57	945.00	16.58	2.76
Moody	84	69	783.00	11.35	1.89
Mt. Zion	51	36	513.00	14.25	2.37
Needham's Grove	72	56	1,125.00	20.09	3.35
E. Philadelphia	34	28	405.00	14.46	2.41
W. Philadelphia	29	24	459.00	19.13	3.19
Pinehurst	448	391	16,356.00	41.83	5.23
Putnam	34	31	472.50	15.24	2.54
Rock Hill	32	23	432.00	18.78	3.13
West End	365	296	9,031.33	30.51	3.81
Aberdeen	496	412	9,816.00	23.85	2.98
Carthage	508	501	15,120.00	31.43	3.93
Southern Pines	467	389	15,959.00	41.03	4.56
Vass-Lakeview	479	364	13,601.55	37.37	4.67

The wide variation in the cost of instruction per pupil would indicate a complete lack of uniformity, either in the quality of instruction offered or the care with which the tax money is spent.

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1 Records in County Superintendent's Office.

Table XXIX

Comparative Statistics of the Cost of Instruction in Moore County Schools (Colored).[1]

School	Enrollment	Av. Atten.	Total Salaries	Cost per Pupil in Av. Daily Atten.	Cost per Pupil per Month
Zion Grove	45	35	$ 378.00	$10.80	$1.80
Eagle Springs	142	108	2,179.60	20.19	2.52
Union Grove	13	12	232.86	19.41	3.24
Mt. Zion	92	73	648.00	8.74	1.46
Wayside	55	39	405.00	10.38	1.73
Shady Grove	67	55	769.50	13.99	2.33
Ingram Branch	20	16	303.78	18.99	3.16
Reives Chapel	14	13	313.86	24.14	4.02
Haw Branch	49	38	405.00	10.66	1.78
Bethlehem	24	19	283.50	14.92	2.49
Cameron	178	121	2,194.24	18.13	2.27
Vass	79	61	864.00	14.16	2.36
Midway	16	11	283.50	25.77	4.29
Pee Dee	30	18	313.86	17.44	2.91
West End	58	43	418.50	9.73	1.62
Jackson Springs	66	49	405.00	8.27	1.38
Pinehurst	344	321	4,602.89	14.34	2.39
Eastwood	96	68	850.50	12.51	2.09
Prosperity	22	16	283.50	17.72	2.95
Putnam	46	28	378.00	13.50	2.25
Bellview	63	50	783.00	15.66	2.61
Deep Creek	53	26	378.00	14.54	2.42
New Zion	28	21	283.50	13.50	2.25
Longleaf	23	22	232.86	10.58	1.76
Bear Creek	47	34	405.00	11.91	1.99
Carthage	341	293	6,216.00	21.22	2.65
W.Sou.Pines	629	536	7,908.00	14.73	1.84
Aberdeen	476	373	4,440.70	11.91	1.70

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1 Records in County Superintendent's Office.

The inequalities of Table XXIX are just as striking as those in Table XXVIII. The waste in operating small schools is clearly shown. The actual inequality between support of white and Negro schools is less than these tables would indicate, since there is legally no segregation of property for taxation.

Table XXX

Property Valuation of Moore County by Townships, Wealth per Child, etc. (White).[1]

Township	Valuation	Schools	Av. Size of Schools by No. Tchrs.	Census	Wealth per Child
Ben Salem	$ 1,355,660	4	2	410	$3,294
Carthage	2,277,191	1	16	709	3,212
Deep River	497,067	1	2	91	5,462
Greenwood	913,467	1	10	410	2,228
McNeills	2,018,743	3	12	1,272	1,587
Mineral Springs	6,156,001	2	12.5	781	8,343
Ritters	704,666	2	3.5	352	2,002
Sandhills	3,838,235	1	14	401	9,572
Sheffield	1,118,482	9	3	1,304	858
Total	19,234,522	24		5,719	
Average	2,137,169	2.7		637	3,357

Mineral Springs Township has approximately one-third of the property of the county in it. Only Mineral Springs, Sandhills, and Carthage Townships show a property valuation above the average. There are six townships below the average in valuation. Deep River has the smallest valuation, yet its wealth per child is far above the average because it has so few children. Four townships have only one school; two have two; one has three; one four, and one nine. The wealth per child ranges from $858 in Sheffield to $9,572 in Sandhills, with Mineral Springs ranking second. Six of the townships have a valuation less than the average of $3,357. Sheffield has the most children and the least property per child of any township in the county.

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1 Records in County Tax Collector's Office.

Table XXXI

Property Valuation of Moore County by Townships (Colored).[1]

Township	Valuation	Schools	Av. Size of Schools by No. Tchrs.	Census	Wealth per Child
Ben Salem	$ 38,408	2	2	203	$189
Carthage	146,530	6	3	646	227
Deep River	45,870	3	1	180	255
Greenwood	31,626	1	4	240	132
McNeills	44,807	4	5	975	46
Mineral Springs	15,319	4	4	647	24
Ritters	27,606	3	1	171	161
Sandhills	197,647	2	5	662	299
Sheffield	27,645	3	1	122	227
Total	575,458	28		3,846	
Average	63,939	3.1		427	150

Sandhills Township had the most taxable property in 1931-1932, containing about one-third the property of the county. Carthage came second, and, combined with Sandhills, had about sixty per cent of the county valuation. Greenwood was the only township having but one school. McNeills and Sandhills have the largest schools, while Deep River and Sheffield have the smallest. Sandhills has the largest amount of wealth per child; Mineral Springs the smallest. Six townships have wealth in excess of the average of $150; only three have less. This table emphasizes the inequalities among the various townships.

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1 Records in County Superintendent's Office.

Table XXXII

Indebtedness of Moore County Districts
to State Loan Fund, 1931 - 1932.[1]

District	Dated	Matures	Orig. Amt.	Unpaid Bal.
W.Southern Pines	3-9-24	3-9-34	$ 7,000	$ 1,400
" " "	2-10-25	2-10-35	15,000	4,500
Vass	3-1-27	3-1-37	5,000	2,500
Aberdeen	2-20-29	2-20-39	1,500	1,050
Pinehurst	10-1-31	10-1-41	10,000	10,000
Carthage	3-10-24	3-10-44	30,000	18,000
Southern Pines	4-19-24	4-19-44	25,000	15,000
Cameron	4-27-22	2-27-42	5,000	2,500
Vass	4-27-22	4-27-42	4,000	2,000
Eureka	9-15-22	9-15-42	5,000	2,750
Eagle Springs	9-15-22	9-15-42	5,000	2,750
Carthage	9-15-22	9-15-42	7,500	4,125
Pinehurst	9-15-22	9-15-42	3,000	1,650
Aberdeen	9-15-22	9-15-42	5,000	2,750
County Wide	9-15-22	9-15-42	5,500	3,025
W.Southern Pines	5-10-26	5-10-46	10,000	7,000
West End	5-10-26	5-10-46	22,000	15,400
Hemp	5-10-26	5-10-46	18,000	12,600
Pinehurst	3-30-28	3-30-48	43,000	34,400
Hemp	3-30-28	3-30-48	12,000	9,600

Table XXXII indicates the indebtedness to the State Loan Fund for the erection of schools. It is encouraging to observe the progress made in the repayment of the loans on buildings.

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1 County Audit.

Table XXXIII

Bonded Indebtedness of Moore County Districts, 1931 - 1932.[1]

Obligation of	Purpose	Date Issued	Retired	Original Amount	Unpaid Balance
Carthage Grd.Sch.	Building	1-1-08	1937	$ 10,000	$ 5,000
" " "	"	11-1-22	1952	65,000	54,500
Sou.Pines Grd.Sch.	"	7-1-22	1949	50,000	34,000
Cameron Grd.Sch.	"	6-1-23	1955	50,000	44,000
Vass-Lakeview Sch.	"	6-1-24	1954	50,000	43,000
Aberdeen Sch.	"	10-1-26	1951	50,000	40,000
" "	Funding	1-1-23	1949	75,000	51,000
" "	Building	11-1-13	1933	12,000	12,000
Mineral Spgs.Twnshp.	"	10-1-25	1944	75,000	75,000
Moore Cty.Bd.Ed.	Funding	9-1-25	1946	53,000	41,000
" " " "	"	10-1-25	1947	22,000	16,000
" " " "	"	1-1-28	1943	25,000	22,000
Total				537,000	437,500

Table XXXIII does not reveal the same progress in the repayment of bonded indebtedness as was just commented upon in the case of loan funds. A comparison of the two tables would evidence the lack of wisdom in bonding for too long a period.

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1 County Audit.

Table XXXIV

Comparison of Tax Rates for Schools and Other Purposes in the School Districts of Moore County.[1]

District	St. and County Sch. Tax	Special Sch. Tax	Total Rate for Schools	St. and Cty. Tax for Other Purp.	Total Tax Rate
Aberdeen	27	65	92	44	1.36
Cameron	27	75	1.02	44	1.46
Carbonton	27	30	57	44	1.01
Carthage	27	85	1.12	44	1.56
Cameron Spec. Taxing Dist.	27	30	57	44	1.01
Eagle Springs	27	30	57	44	1.01
Eureka	27	40	67	44	1.11
Glendon	27	30	57	44	1.01
Hallison	27	10	37	44	.81
Hemp	27	50	77	44	1.21
McRae	27	25	52	44	.96
Mineral Springs Twnshp. Bonds	27	12	39	44	.83
Mt. Holly	27	25	52	44	.96
Pinehurst	27	30	57	44	1.01
Putnam	27	10	37	44	.81
Roseland	27	30	57	44	1.01
Southern Pines	27	55	82	44	1.26
Vass-Lakeview	27	60	87	44	1.31
West End	27	50	77	44	1.21

Special tax rates for schools vary from ten cents on the one hundred dollars valuation in Putnam and Hallison Districts to eighty-five cents in the Carthage District. Perhaps the special tax rate is too high in certain districts.

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1 Records in County Superintendent's Office.

Table XXXV

Comparison of the Certification of Moore County Teachers (White).[1]

School	Teachers	Kind of Certificate El.B	El.A	Pr.C	Pr.B*	Pr.A*	Prin.	Supt.
W.Philadelphia	1		1					
E.Philadelphia	1		1					
Rock Hill	1		1					
Eagle Springs	4		1		1	1		1
Glendon	2		1			1		
Cameron	10		1	1	3	3	2	
Eureka	8		2	3		1	2	
West End	10		3		2	4	1	
Pinehurst	15			1	2	11		1
Putnam	1	1						
Highfalls	6	2	2			2		
Dover	2		2					
Mt. Zion	1		1					
Moody	2	1	1					
Cedar Hill	2	1	1					
Acorn Ridge	2			1		1		
Hemp	12	1	1	5	2	2	1	
Needham's Grove	2		1			1		
Melton	2		1	1				
Brown's Chapel	1	1						
Aberdeen	14			3	4	6		1
Carthage	16		3	1	2	8	1	1
Southern Pines	15				3	10	1	1
Vass-Lakeview	13			4	1	7	1	

*See explanation at bot. this page and top page 122.

The Elementary B Certificate represents high school graduation plus a little professional training; the Elementary A represents one year of college training; the Primary C only two years beyond high school graduation. The Primary B and the Primary A represent three and four years of college work

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1 Records in County Superintendent's Office.

respectively. The terms "Primary B" and "Primary A" are used somewhat inaccurately in these tables to include the equivalent certificates for grammar-grade and high-school teachers, which represent the same amount of training. There are too many low grade certificates even in the large schools. Standard certification should indicate two years of college training. More than one-third of the white teachers of Moore County fall below this level.

Table XXXVI

Comparison of the Certification of Moore County Teachers (Colored).[1]

School	Teachers	El.B	El.A	Pr.C	Pr.B*	Pr.A*	Prin.
Zion Grove	1				1		
Eagle Springs	3		1	1	1		
Union Grove	1		1				
Mt. Zion	2		2				
Wayside	1		1				
Shady Grove	2			1	1		
Ingram Branch	1		1				
Reives Chapel	1			1			
Haw Branch	1				1		
Bethlehem	1	1					
Cameron	4			2	2		
Vass	2		1		1		
Midway	1	1					
Pee Dee	1			1			
West End	1			1			
Jackson Springs	1		1				
Pinehurst	10			2	4	3	1
Eastwood	2			2			
Prosperity	1			1			
Putnam	1				1		
Bellview	2		2				
Deep Creek	1		1				
New Zion	1				1		
Longleaf	1		1				
Bear Creek	1				1		
Carthage	10			2	3	5	
Aberdeen	9				4	4	1
W.Southern Pines	13			3	8	1	1

* same explanation as for table XXXV.

It is interesting to observe that the colored teachers have approximately as good certificates as the white teachers when we consider two years of college as the minimum standard. The colored teachers are distinctly inferior, however, in the number holding "A" certificates.

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[1] Record in County Superintendent's Office and Audits of Charter Systems.

Table XXXVII

Experience and Location of Moore County Teachers (White).[1]

Years Exp.	H.S. Teachers	Elem. Teachers	1-,2- and 3-Teacher Schools	Teachers in Larger Schools	Per Cent of Total
0	2	3		5	3.5
1	4	8	4	8	8.4
2	2	13	2	13	10.5
3	4	8	3	9	8.4
4	2	8	2	8	7.0
5	3	10	2	11	9.1
6	4	10		14	9.8
7	1	6		7	4.9
8	5	7		12	8.4
9	1	3		4	2.8
10	2	4	2	4	4.2
11	1	1		2	1.4
12	1	4		5	3.5
13	2	1		3	2.1
14					0
15	1	2	1	2	2.1
16					0
17	1	1		2	1.4
18	1	2		3	2.1
19		2	1	1	1.4
20		2	1	1	1.4
Above 20	2	9	1	10	7.7

Only thirty per cent of the teachers have had as little as three years' experience, but nearly one-half of the teachers in the smaller schools have had three years or less.

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1 Records in County Superintendent's Office.

Table XXXVIII

Comparative Statistics Showing the Distribution of Moore County Rural Teachers' Salaries (White).[1]

Teachers	Per Cent of Total	Annual Salaries
1	1	$3,500-3,999
0	0	3,000-3,499
0	0	2,500-2,999
0	0	2,000-2,499
1	1	1,500-1,999
0	0	1,250-1,499
9	11	1,000-1,249
14	16	800- 999
27	32	600- 799
12	14	500- 599
21	24	400- 499
1	1	300- 399
86	100	

Total Paid in Salaries. . . $64,309.24
Total Number Teachers 86
Average per Teacher $765.59
Average Length Term 7.1
Average Monthly Salary. $107.83

No teacher not holding a principal's or superintendent's position receives as much as $1250 per year.

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1 Records in County Superintendent's Office.

Table XXXIX

Comparative Statistics Showing the Distribution of Moore County Rural Teachers' Salaries (Colored).[1]

Teachers	Per Cent of Total	Annual Salaries
1	2	$800-899
0	9	700-799
3	7	600-699
6	13	500-599
15	32	400-499
12	26	300-399
6	13	200-299
3	7	100-199
46	100	

Total Paid in Salaries. . . $18,595.45
Total Number Teachers 46
Average per Teacher $404.00
Average Length Term 6.3
Average Monthly Salary. $64.00

Negro teachers are paid less than white teachers but not so much less as the tables indicate. There are no principals or superintendents who receive high salaries to bring up the average disproportionately.

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1 Records in County Superintendent's Office.

Table XL

Age-Grade Distribution of Moore County Rural White School Children.[1]

Age	1	2	3	4	5	6	7	Sp.	Total	8	9	10	11	H.S. Total	Grand Total
5	9								9						9
6	233	8							241						241
7	212	97	4						313						313
8	75	101	85	14					276						276
9	26	69	108	56	10				269						269
10	19	53	75	103	56	3			309						309
11	2	28	46	74	67	50	4		271						271
12	3	9	17	60	75	69	48		281	7				7	288
13	2	5	23	38	53	57	39	2	219	22	6			28	247
14	2		2	11	31	36	51	25	158	29	19	3		51	209
15			1	5	9	16	44	23	98	28	31	23	2	84	182
16				3	3	11	26	32	75	8	15	16	25	64	139
17					1	4	15	25	45	15	20	22	14	71	116
18						1	1	16	18	6	4	15	17	42	60
19							1	8	9	1		3	6	10	19
20										1	2	1	2	6	6
21								6	6						6
To.	584	370	361	364	305	247	229	137	2,597	117	97	83	66	363	2,960
NU	9	8	4	14	10	3	4	0	52	7	6	3	2	18	70
NN	445	198	193	159	123	119	87	27	1,351	51	50	39	39	179	1,530
NO	130	164	164	191	172	125	138	110	1,194	59	41	41	25	166	1,360
%U	1	2	1	4	3	1	2	0	2	6	6	4	3	5	2
%N	77	54	53	44	40	48	38	20	52	44	52	47	59	49	52
%C	22	44	46	52	57	51	60	80	46	50	42	49	38	46	46

NU - Number Under Age.
NN - Number Normal Age.
NO - Number Over Age.
%U - Percentage Under Age.
%N - Percentage Normal Age.
%O - Percentage Over Age.

There are fifty-four per cent of the children under age or normal in the rural white schools.

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1 Records in County Superintendent's Office.

Table XLI

Age-Grade Distribution of Special Charter White Schools.[1]

Age	1	2	3	4	5	6	7	Sp.	Total	8	9	10	11	H. S. Total	Grand Total
5	44								44						44
6	162								162						162
7	74	127	4						205						205
8	30	70	85	9					194						194
9	14	30	64	76	7				191						191
10	6	16	34	61	81	5			203						203
11	3	8	15	36	47	65	3		177						177
12	5	2	11	17	36	45	35		151	10				10	161
13		4	6	12	11	41	48		122	49					171
14				3	6	26	33		68	40	38	1		79	147
15				2	3	5	17		27	18	41	32		91	118
16				1	2	2	7		12	15	30	19	25	89	101
17						1	1		2	9	16	15	32	72	74
18											9	7	17	33	33
19										1	2	7	12	22	22
20											3	1	6	10	10
21										1		2	1	4	4
To.	338	257	219	217	193	190	144		1,558	143	139	84	93	459	2,017
NU	44		4	9	7	5	3		72	10		1		11	83
NN	236	197	149	137	128	110	83		1,040	89	79	51	57	276	1,316
NO	58	60	66	71	58	75	58		446	44	60	32	36	172	618
%U	14		2	4	4	3	2		4	7		1		2	
%N	68	77	68	63	66	58	58		67	62	57	61	61	60	
%O	18	23	30	33	30	39	40		29	31	43	38	39	38	

NU - Number Under Age.
NN - Number Normal Age.
NO - Number Over Age.
%U - Percentage Under Age.
%N - Percentage Normal Age.
%O - Percentage Over Age.

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1 Records in County Superintendent's Office.

By comparison of statistics in Tables XL and XLI it is shown that a larger percentage (62%) of children are under age and normal in the charter than in the rural schools.

Table XLII

Age-Grade Distribution of Rural Colored School Children.[1]

Age	1	2	3	4	5	6	7	Sp.	Total
5									0
6	194	1							195
7	158	17	4						179
8	91	46	9	2					148
9	67	40	26	13	1				147
10	44	35	55	25	10	2			171
11	27	33	37	27	22	9	1		156
12	18	16	16	36	24	6	5		121
13	12	9	24	36	20	27	19		147
14		4	9	25	22	24	26	5	115
15	2	2	2	9	19	18	19	6	77
16	2		1	4	10	18	25	20	80
17			1		2	8	10	12	33
18			4	5	1	5	8	10	33
19				1		1	2	1	5
20							3	3	6
21								1	1
Total	615	203	188	183	131	118	118	58	1,614
Under Age		1	4	2	1	2	1		11
Normal Age	454	63	35	38	32	15	24		661
Over Age	161	139	149	143	98	101	93	58	942
% Under Age			2	1	1	2	1		1
% Normal Age	74	31	19	21	24	13	20		41
% Over Age	26	69	79	78	75	85	79	100	58

There is no colored rural high school. Eleven per cent more white children than colored are normal age. The percentage under age is twice as large among whites as colored. The percentage of over-ages among whites is 46%; among colored, 58%.

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1 Records in County Superintendent's Office.

Table XLIII

Age-Grade Distribution of Pupils in Large Type (Above Three Teachers) White Rural Schools.[1]

Age	1	2	3	4	5	6	7	Sp.	Total	8	9	10	11	H. S. Total	Grand Total
5	8								8						8
6	178	8							186						186
7	139	84	4						227						227
8	37	79	75	11					202						202
9	15	44	77	42	10				188						188
10	15	53	51	73	48	2			242						242
11	2	44	29	53	56	42	2		228						228
12	2	9	11	30	59	55	41		207	7				7	214
13	2	2	18	25	35	41	35	2	160	22	6			28	188
14	2		2	9	15	21	39	25	113	29	19	3		51	164
15				4	5	10	23	23	65	28	31	23	2	84	149
16				2	1	5	18	32	58	8	15	16	25	64	122
17						2	11	25	38	15	20	22	14	71	109
18								16	16	6	4	15	17	42	58
19							1	8	9	1		3	5	10	19
20										1	2	1	2	6	6
21								6	6						6
To.	400	323	267	249	229	178	170	137	1,953	117	97	83	66	363	2,316
NU	8	8	4	11	10	2	2		45	7	6	3	2	18	63
NN	317	163	152	115	104	97	76	27	1,051	51	50	39	39	179	1,230
NO	75	152	111	123	115	79	92	110	857	59	41	41	25	166	1,023
%U	2	3	1	4	5	1	1		2	6	6	4	3	5	3
%N	79	50	57	46	45	55	45	20	54	44	52	47	59	49	53
%O	19	47	42	50	50	44	54	80	44	50	42	49	38	46	44

NU - Number Under Age.
NN - Number Normal Age.
NO - Number Over Age.
%U - Percentage Under Age.
%N - Percentage Normal Age.
%O - Percentage Over Age.

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1 Records in County Superintendent's Office.

Reference to the percentage of under age, normal, and over age in Tables XLII and XLIII will reveal the advantages of the larger schools in promoting children from grade to grade.

Table XLIV

Age-Grade Distribution of Moore County Rural White Children Enrolled in One-, Two-, and Three-Teacher Schools.[1]

Age	1	2	3	4	5	6	7	Sp.	Total
5	1								1
6	55								55
7	73	13							86
8	39	22	10	3					74
9	11	25	31	14					81
10	4	16	24	30	8	1			83
11		9	17	21	11	8	2		68
12	1		6	30	16	14	7		74
13		3	5	13	18	16	4		59
14				2	16	15	12		45
15			1	1	4	6	21		33
16				1	2	6	8		17
17					2	2	4		8
18							1		1
19									0
20									0
21									0
Total	184	88	94	115	77	68	59		685
Under Age	1			3		1	2		7
Normal Age	128	35	41	44	19	22	11		300
Over Age	55	53	53	68	58	45	46		378
%Under Age	1			3		2	3		1
%Normal Age	69	40	44	38	25	32	19		44
%Over Age	30	60	56	59	75	66	78		55

This table shows a large percentage of over-age children. By comparison it is noted that the smaller the school the larger percentage of overageness.

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1 Records in County Superintendent's Office.

Table XLV

Pupil Survival in Rural White Schools.[1]

Grade	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
I	984	650	682	615	592	684	757	996	669	605	584
II	480	370	340	353	359	382	379	479	380	423	370
III	510	405	362	367	352	365	335	356	415	358	361
IV	410	346	421	294	318	345	393	300	317	368	361
V	439	296	276	375	331	299	318	272	330	299	305
VI	398	318	289	225	283	286	244	210	269	271	247
VII	385	302	329	287	191	268	262	193	269	239	229
VIII	225	164	153	143	138	139	186	153	161	171	117
IX	114	89	97	101	86	133	107	119	114	133	97
X	90	48	51	76	65	69	142	85	80	100	83
XI	73	29	46	48	62	87	90	99	79	92	66

It will be observed that less than seven per cent of the number in the original class entering in 1921 finished in 1932. There is an evident lack of the sense of a need for secondary education among the children of Moore. Many leave school at the age of fourteen.

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1 Records in County Superintendent's Office.

Table XLVI

Pupil Survival in Southern Pines Charter School.[1]

Grade	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
I	28	22	31	32	48	47	54	68	65	63	62
II	23	27	19	35	41	40	50	46	68	59	55
III	23	20	39	33	37	42	37	37	33	54	52
IV	21	24	25	41	35	41	38	40	43	38	57
V	27	18	32	35	37	35	37	37	41	44	37
VI	18	29	27	31	37	40	38	44	43	37	43
VII	26	24	43	33	32	38	36	34	36	30	33
VIII	8	32	18	35	38	36	41	38	34	38	32
IX	18	17	26	18	18	28	29	40	32	21	38
X	11	9	13	23	21	19	17	23	25	27	13
XI	12	7	5	13	23	14	17	19	25	32	30

This table furnishes comparable material for Table XLV. It is to be noted, however, that Southern Pines grew more in proportion to the number which it had in 1921-1922 than did the rural population. This growth accounts for the class of 1932 being twice as large as the original class eleven years earlier. The statistics for the other three charter schools are incomplete.

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1 Records in County Superintendent's Office.

Table XLVII

Pupil Survival in Rural Colored Schools.[1]

Grade	25-26	26-27	27-28	28-29	29-30	30-31	31-32
I	705	540	564	574	634	563	615
II	306	250	216	215	164	211	203
III	295	221	190	199	212	164	188
IV	283	204	235	165	174	211	183
V	193	172	155	172	165	139	131
VI	111	114	118	111	122	139	118
VII	68	67	88	96	69	81	118

The seventh-grade class is only 17% as large as the first-grade class of 1925-1926. Comparing pupil survival in white and colored schools it is seen by reference to Table XLV that about 39% of the first grade in 1925-1926 finished the seventh grade in 1931-1932. Thus the percentage of white survival in rural schools is more than twice as high as for colored rural children. On the whole the teaching load in Moore County is heavy. It is much heavier for colored teachers than for white. The median white child is instructed in a twelve-teacher school. There are several adequate and up-to-date buildings. Southern Pines leads in valuation of white and colored school property. With the exception of five schools the science equipment is wholly inadequate. Only three schools listed books whose valuation was as much as or more than one thousand

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1 Records in County Superintendent's Office.

Table [illegible]

Fluid survival in dried [illegible] subjects.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

dollars. Of the larger schools Pinehurst reports more books per child enrolled than any other school in the county. Libraries in colored schools are rare. Only eight colored schools report any library books, and two of these schools have only one book each. The cost per white pupil per month was lowest at Moody, a two-teacher school, and highest at Pinehurst, a fifteen-teacher school. The cost of instruction per month in white schools was nearly double the cost in colored schools. The wealth of the county is very unequally divided. Two of the more wealthy townships, Mineral Springs and Sandhills, contain more than one-half the wealth of the county. The bonded indebtedness of the county is too large. There are nineteen special taxing districts with a total rate for schools varying from thirty-seven cents to one dollar and twelve cents. More than one-half of the white teachers of Moore hold an A-grade certificate or its equivalent. Only a little more than twenty per cent of the colored teachers have an A-grade rating, although a large number of the Negro teachers have the B rating. Both white and Negro teachers, therefore, have a majority of their teachers with more than two years of college training. The median white teacher of the county has taught six years. The average white teacher receives $765.59 per year; the average colored, $404. There is a larger percentage of overageness in rural schools than in chartered ones. There are no rural high schools for colored children. The larger schools hold a larger percentage of the children in school longer.

Chapter VI

Recommendations and Conclusions

Considering the general condition of Moore County schools continuance of the consolidation program appears to be the most important policy to pursue. For a decade the administration has been planning and executing an excellent program. Township and district lines have played no small part in the location of school houses. Within recent years new buildings have been erected at Aberdeen, Cameron, Carthage, Hemp, Pinehurst, Vass-Lakeview, and West End. The number of smaller schools in adjacent territory was considered and the majority of the buildings are commodious enough to accommodate the territory which they should serve. Of the newer buildings the one which appears to be the most inadequate is at Hemp, in whose territory there are several one-, two-, and three-teacher schools yet to be consolidated. In other sections there are buildings in a poor state of repair. Highfalls and Farm Life have buildings whose beauty, safety, and adequacy

have long since passed. There are a few schools, white and colored, whose extremely low attendance does not justify their existence. Since the State has control of the schools, all recommendations will be made in the light of the larger unit of administration.

The population of Moore County may be considered as concentrated around the following nine centers: Aberdeen, Cameron, Carthage, Hemp, Highfalls, Pinehurst, Southern Pines, Vass-Lakeview, and West End. In each of these centers there is already a rather efficient high and elementary school, with the exception of Highfalls, which maintains a high school department extending through only the tenth grade. Eureka is another center with a standard high school. Each of the schools referred to above is located in a center of population with a sufficient number of school children to maintain standard high and elementary departments.

Since consolidation is the program advocated by leading school authorities, and since there are not insurmountable natural barriers, it is recommended that all the smaller white and colored schools be consolidated with the larger schools of their race nearest them. There are at present thirteen one- and two-teacher schools having only six months of school. The plan below shows the proposed ten centers with sufficiently large enrollment to maintain standard high and elementary departments.

	School	Average Attendance
Group 1	Aberdeen	412
Group 2	Cameron	295
Group 3	Carthage	501
Group 4	Eureka	216
Group 5	Hemp	422
	Acorn Ridge	75
	East Philadelphia	28
	Moody	69
	Needham's Grove	56
	Brown's Chapel	21
	Rock Hill	23
Group 6	Highfalls	206
	Cedar Hill	47
	Glendon	44
	Putnam	31
Group 7	Pinehurst	391
Group 8	Southern Pines	389
Group 9	Vass-Lakeview	364
Group 10	West End	296
	Eagle Springs	119
	Mt. Carmel	

The plan above recommends that Mt. Carmel shall go to West End instead of Hemp as at present. This involves the transfer of only ten or fifteen children, and this recommendation is made since Mt. Carmel is about equidistant from both schools and the bus would probably have better roads to West End. Dover, Melton, Caples Grove, Tyree, West Philadelphia, and Mt. Zion are schools which are nearer other school centers outside the county than any now existing or proposed. Dover,

Melton, and Caples Grove should go to Star, a large standard union school on the east side of Montgomery County. Tyree and West Philadelphia should go to Biscoe, another standard school in Montgomery. Mt. Zion should go either to Seagrove, a standard school in Randolph, or Ether, a non-standard elementary school in Montgomery. It is to be noted, however, that Caples Grove and Tyree are now being transported to Hemp, but because of their proximity to other schools the recommendation is made as stated.

The program of consolidation, if Eagle Springs with its present good building were temporarily excluded, can be affected with only a small outlay of capital, since all the buildings are adequate except Eureka, Hemp, and Highfalls. Eureka and Highfalls would require new ten-room buildings. At Hemp it would be necessary to add fifteen new rooms to the ten now in use. Ten new busses would be adequate to transport the children to the proposed centers.

The County Board of Education has no well-defined policy of consolidation and transportation for the colored schools, although there are a few schools to which children are trucked. Only three of the larger schools accommodate high school pupils. The problem of consolidation for the colored children is not so simple as for the whites since, with the exception of Aberdeen, Carthage, Pinehurst, and Southern Pines there are no well-defined centers of population. Thus the cost of

transportation would be much higher per pupil transported than for the whites. Since many of the colored children are not within reach of a high school and since many one- and two-teacher schools exist which are inefficient, the following units are proposed:

	School	Average Attendance
Group 1	Aberdeen	373
	Deep Creek	26
Group 2	Cameron	121
	Vass	61
Group 3	Carthage	293
	Mt. Zion	73
	Wayside	39
	Shady Grove	55
	Ingram Branch	16
	Union Grove	12
Group 4	Eagle Springs	108
	Zions Grove	35
	Jackson Springs	49
	West End	43
Group 5	Pinehurst	321
	Eastwood	68
Group 6 (Hemp)	New Zion	21
	Longleaf	22
	Bear Creek	34
	Prosperity	16
	Putnam	28
	Bellview	50
Group 7	West Southern Pines	536
	Midway	11
	Pee Dee	18

Reives Chapel, Haw Branch, and Bethlehem, small schools in the northeastern section of the county, should probably go to

Sanford, a school in Lee County.

Table XXIV shows the cost of the colored school buildings in the county.[1] The total valuation of colored property is but a little more than that of the white schools in either Southern Pines or Aberdeen, and the colored school in West Southern Pines has about half the colored property in the county. It is not hard to see that most of the other buildings in the county are in poor condition. The plan proposed for consolidating the colored schools will tend to equalize educational opportunities. The program necessitates the building of four new buildings. Before any plan of consolidation for colored schools is finally carried out, however, a county survey with the colored schools in mind should be made to locate the defects, needs, and potentialities of the various proposed centers. The writer is not well enough acquainted with ownership of farms, regularity in the shifting of population, location of colored centers, etc., to be absolute in his recommendations as to this point.

Table XX shows that there are thirteen one- and two-teacher schools for white children in the county.[2] These small schools offer unequal educational opportunities to the approximately twenty-eight per cent of children who attend them. An examination of the table referred to above will reveal that

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See p.109, this study.

See p.102, this study.

the highest percentage as well as the lowest percentage of promotions occurred in two one-teacher schools. On the whole, Moore was only about one per cent below the State average for promotions during 1930. Also, the highest and lowest percentages of attendance were made in the small short-term schools. It is seen, therefore, that since the educational opportunities of the Moore County children have such variation that larger schools will not only vitalize the people of the community but the community will likewise vitalize the school, and the larger units will minimize the fluctuations in promotions, teacher load, and average attendance as well as stabilize the school from every standpoint.

The percentage of pupils enrolling and attending school is entirely too small in the county. Since the larger con-consolidated schools are more attractive and efficient with their broader curricula, better libraries, better science equipment, larger student bodies, better school spirit, keener intramural and interscholastic athletic competition, better faculties, and better buildings, we have another strong argument for more consolidation.

The science equipment, however, in some of the Moore County high schools is entirely inadequate. There is also an uneven distribution. Southern Pines reports more than any other two schools, and approximately twenty times as much as Vass-Lakeview. There probably is not so much difference as the

figures would indicate, since different people took the inventories, but it seems that the average of approximately $850 per school would be entirely adequate, and a worthy goal toward which Vass-Lakeview, Eureka, West End, and Cameron should work.

Of the twenty-four white schools in Moore, seven reported no library books at all. There are five schools reporting only one book to the pupil enrolled. So half the schools have one book or less per pupil. Highfalls, a six-teacher school maintaining a high school department, reports no books. Twelve schools report an average of two or more books per child in enrollment. Needham's Grove ranks first in this respect with eight books per pupil. Thus Highfalls has poorest library facilities and Needham's Grove the best per pupil.[1] The average for the county is two books per child. Surely, even before consolidation Acorn Ridge, Brown's Chapel, Eagle Springs, Glendon, Hemp, Highfalls, Melton, Moody, Mt. Zion, East Philadelphia, West Philadelphia, Putnam, and Rock Hill should work as rapidly as finances permit to obtain at least two books per pupil. The principals and teachers of all the schools should study carefully the problems of enlarging and utilizing the school libraries.

The libraries in the Negro schools of Moore are, like the

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[1] See Table XXVI, p.111, this study.

valuation of their property, insignificant when compared to the facilities for the whites. Out of the twenty-eight schools in the county there are eight which report some books, but only six report more than one. Excepting Carthage, which has more than two books per pupil, no school has as much as one book for each child.[1]

Moore County townships have an unequal distribution of white property. Two of the townships, Mineral Springs and Sandhills, have more than half of the property of the county. Mineral Springs alone has about thirty-two per cent, while Deep River has the least with about two and one-half per cent. Sheffield Township has more census children than any other and less wealth per child. It is recommended that the county be made the unit for purposes of taxation to raise any funds not provided by the State, so that each child may have an equal chance. A comparison of the tax rates for the Moore County districts reveals rates for schools varying from thirty-seven cents in Putnam to one dollar and twelve cents in the Carthage District. Also special school tax rates vary from ten cents in Putnam and Hallison to eighty-five cents in Carthage. Any town or district wishing to maintain a school above the county or State standard should by vote be allowed to levy for that purpose; for example, for a ninth school month.

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1 See Table XXVII, p.112, this study.

Table XXXV shows that Southern Pines has the highest standard for its teachers of any school in the county.[1] Pinehurst comes second. The smaller schools almost invariably have teachers with low-grade certificates. Among the larger schools, Aberdeen, Carthage, Eureka, Hemp, Highfalls, West End and Vass-Lakeview should raise their certification requirements. The smaller schools, if they remain, will have to take the poorer teachers, but committeemen in the larger districts might well inform their teachers that after two years no teacher with less than a Primary or Grammar Grade B would be reelected, and they might adopt the policy that after five years no teachers would be considered who did not have an A-grade certificate. This recommendation would help the smaller schools, too. They would be in a position to get some teachers who had had long experience but who held poor certificates. Since there is now a surplus of teachers, the larger schools can certainly raise their standards.

Among the colored schools Aberdeen maintains the highest standards for certification of its teachers. Of the larger schools Southern Pines has the lowest grade of teachers. On the whole the colored teachers are about one year of training behind the whites in the matter of certification. Aberdeen, Carthage, Pinehurst, and Southern Pines should raise their

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1 See p.121, this study.

certification requirements just as speedily as the supply of well-trained colored teachers will allow until they have teachers in all classrooms whose certificates represent two years or more of college training.

The median white high school teacher has taught six years. The median white elementary teacher has had the same experience. The average teacher in the smaller type of school has had four years of experience, while the average in the larger schools has had six years.[1] This average of experience is probably as high as can be expected.

The annual salary paid to Moore County rural teachers during 1931-1932 ranged from approximately $300 to $3600. The average monthly salary was $107.83 for an average of 7.1 months, making an average annual salary of $765.59. This is inadequate, but under present circumstances probably cannot be raised soon. The annual salaries of colored teachers range from between $100 and $200 to between $800 and $900. The average teacher teaches 6.3 months for an average monthly salary of $64. Their average annual salary of $404 is a little more than one-half the salary of the whites.

The relative efficiency of the larger schools of the county is found by reference to Tables XL, XLI, XLII, XLIII, and XLIV.[2] The small schools have a large percentage of over age

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1 See Table XXXVII, p.136, this study.

2 See pp.127-133, this study.

children in attendance. As a rule the smaller the school the more the children are retarded. The larger the school and the longer the term the nearer normal age the children are. In the one-, two-, and three-teacher schools there are 55% of the children over age, while in the four special charter white schools only 38% were over age. Overageness causes children to lose interest in their work. Hence as soon as they reach fourteen, the age-limit for compulsory attendance, they leave school to begin work. The holding power of all the schools should be increased by enlargement of the curriculum, promoting regularity in attendance, better school equipment, greater emphasis on extra-curricular activities, better teachers, decreasing teacher's load, larger schools, more wholesome class rivalry, educating the parents, and stabilizing the population.

In addition to the recommendations borne out by figures presented in the tables there are other needs to be considered. The county should have a rural school supervisor. This would be in harmony with the plans of the Superintendent. Before the depression struck so heavily Moore had a supervisor. The evidence, from the variations in available libraries, for instance, as to inequality of instruction would emphasize the need for better supervision. As part of a supervisory program, a program of standardized testing and placement should be followed for three to five years so that the children would

be more nearly properly classified. Three to five years are suggested as the time limits of such a program because this would cause less friction among the parents than a sudden tightening of promotion requirements. To carry this program into execution it might be necessary for several teachers to take work in tests and measurements during the summers or take extension work to get the necessary preparation. Other phases of supervision need attention. Since the administration of Superintendent Thomas began in 1929 each year the county is getting farther away from the contract system of transportation. The county now owns a majority of the busses transporting the rural children. In many places the repair shops are poor. It is recommended, therefore, that a supervisor of transportation be employed, and that this supervisor direct the repair on the trucks and recommend all bus drivers for reelection. Many of the teachers in the county are unable to teach public school music. Since public school music is one of the required courses it is recommended that a supervisor for this subject be obtained whose duty it shall be to see that the teachers are trained as early as possible to be able adequately to instruct the pupils in their care.

I think it is obvious that what Moore County and North Carolina need is equality of educational opportunity, which they will never have as long as the taxable wealth in any small unit must educate the children of that particular unit. At

present some localities vote special taxes, build good buildings, and have eight or nine months of school, while others are satisfied with the constitutional six-months' term and very poor buildings. Children, under such conditions, have anything but equality of opportunity. Thus there is need for a considerable amount of consolidation. The need appears greatest in the smaller white and almost all colored schools. The county and State suffer when their citizenship is not adequately educated. Adequate minimum support by the State for an eight-months' term, supplementary county support properly limited where the county wishes to go beyond the State minimum and with the right of cities to provide a longer term by popular vote would seem to be the only proper solution of the problem of school support.

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